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Evaluation of the Functional Pre-Basic-Training English-as-a-Second-Language Course

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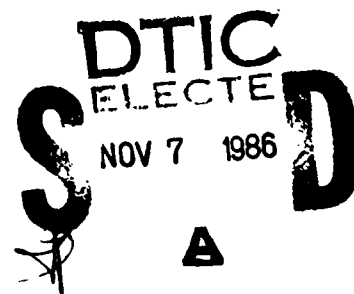


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course tests.

Overall program results on the English Comprehension Level Test (ECLT) indicate that language gains from this program are as good or better than gains obtained from previous Army ESL programs -- 2.5 points per week. Soldiers in the target population (i.e., entry ECLT scores 50-69) approach the program goal of 70 ECLT by exiting the program with a mean ECLT score of 69. However, over one-half of the ESL participants enter the course below the target range. Despite considerable ECLT gains, these soldiers fall quite short of the ECLT goal, less than 1 out of 10 achieve an ECLT score of 70 or more.

The BT attrition rate is linearly related to exit ECLT scores, with course graduates scoring below 30 having an attrition rate more than five times that of graduates scoring above 69. ECLT levels above 50 show smaller differential attrition rates indicating that, at these levels, language proficiency as measured by the ECLT is not as important a differentiating factor in attrition.

BT sergeants' ratings of soldiers' performance on 14 BT activities show a relationship between performance ratings and exit ECLT scores. Soldiers with exit ECLT scores below 60 are nearly three times as likely to be assigned an average performance rating level of not as well as most, or even lower, than are soldiers with exit ECLT scores at 60 or more.

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11 SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

TABLE OF CONTENTS

Page

CHAPTER

1. Introduction	1
Background	2
AIR's Approach to Evaluation	4
Methodology for the Study	5
Structure of the Final Report	9
2. Development of the Pre-BT ESL Course	11
Why the Course was Developed	11
Problems and Policy.	12
Developing the Pre-BT Course	14
3. Description of Course Materials	19
Course Management Plan	19
Instructor Orientation Guide	20
Texts.	21
Tests.	24
Tapes.	26
Supplementary Materials.	26
4. Program Characteristics	27
Curriculum	28
Administration	30
Program Size	32
Teachers	33
Course Placement	34
Presentation of the Course	37
Selection Procedures	41
Military Context	43
5. Program Outcomes	47
Summary of Findings	48
ECLT Data.	49
Block II Achievement Test Data	56
6. Attrition, Performance Ratings, and Critical Scores	59
Summary of Findings.	60
Data on BT Attrition	61
Performance and Language Ratings	63

TABLE OF CONTENTS
(Continued)

<u>Chapter</u>	<u>Page</u>
7. Student Characteristics and Program Effects	79
Summary of Findings	80
Language Groups	80
Education	87
Prior Exposure to English	91
Military Component	97
8. Student Perceptions	103
Summary of Findings	103
Introduction	104
Students' Language Needs and Program Accomplishments	105
Soldiers' Language Use and Ability	113
Usefulness of Materials, Methods and Curriculum	121
9. Program Differences and Program Outcomes	131
Summary of Findings	131
Fidelity of Implementation and Program Outcomes	132
Program Differences and Program Outcomes	137
10. Summary of Findings	143
Program Outcomes: Course Test Data	143
Program Implementation	144
Student Characteristics	147
Program Outcomes: Perceptions	148
Critical Language Levels	149
Recommendations	150
FOOTNOTES	153
REFERENCES	155
APPENDIX A - Block I Lessons	
APPENDIX B - Research Instruments	

LIST OF TABLES

	<u>Page</u>
Table 5-1 ECLT Gains in Different ESL Programs	50
Table 5-2 Mean Entry ECLT Scores Between FY79-84	51
Table 5-3 Distribution of Entry ECLT Scores Between FY79-84	52
Table 5-4 Distribution of Entry/Exit ECLT Scores by ECLT Ranges (FY83 and 84)	53
Table 5-5 Mean Exit ECLT Scores by Entry ECLT Range	54
Table 5-6 Mean ECLT Gains by Entry ECLT Range	55
Table 5-7 Block II Achievement Test Scores by Entry Level ECLT	57
Table 5-8 Block II Achievement Test Scores by Entry ECLT Ranges	58
Table 6-1 Comparison of Mean Test Scores of Students Who Completed BT with Those Who Were Discharged from BT	62
Table 6-2 Comparison of Distribution of Students Who Completed BT with Those Who Were Discharged from BT According to ECLT Ranges	63
Table 6-3 Distribution of Sergeants' Ratings of Soldiers' Performance for BT Activities.....	65
Table 6-4 Correlation of Soldiers' Rating for Each Activity with Soldiers' Sum of Ratings for All Activities	66
Table 6-5 Distribution of Soldiers' Summed Rating Scores According to Rating Levels	68
Table 6-6 Distribution of Soldiers Rated as Performing Not as Well as Most or Lower According to Exit ECLT Scores	69

	<u>Page</u>
Table 6-7 Distribution of Soldiers Rated as Performing Not as Well as Most or Lower Using 60 ECLT as Criterion	69
Table 6-8 Comparison of Soldiers Rated Not as Well as Most or Lower with Soldiers Receiving Better Ratings According to Block II Achievement Test Scores	70
Table 6-9 Distribution of Soldiers in Not as Well as Most or Lower Group by Score of 70 on the Block II Achievement Test	71
Table 6-10 Sergeants' Ratings of Students' Language Ability	72
Table 6-11 Distribution of Soldiers' Summed Ratings According to Rating Levels	73
Table 6-12 Distribution of Soldiers Rated Less Than Adequate and Adequate or Better According to Exit ECLT Scores	74
Table 6-13 Distribution of Soldiers Rated as Less Than Adequate in Language Ability by ECLT Score of 60	74
Table 6-14 Distribution of Soldiers' Summed Ratings According to Rating Levels	76
Table 6-15 Comparison of Soldiers Rated Not as Well as Most or Lower With Soldiers Receiving Better Ratings According to Exit ECLT Scores	77
Table 6-16 Comparison of Soldiers Rated Not as Well as Most or Lower With Soldiers Receiving Better Ratings According to Block II Achievement Test Scores	78
Table 7-1 Distribution of ESL Students by Native Language/Place of Birth	82
Table 7-2 Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores by Native Language	84
Table 7-3 Distribution of Entry ECLT Scores by Students' Native Language	85

	<u>Page</u>
Table 7-4 Distribution of Exit ECLT Scores by Students' Native Language	86
Table 7-5 Percent of Enrollees Graduating from Educational Institutions	88
Table 7-6 Percent of ESL and BSEP Enrollees Attaining High School Education.....	89
Table 7-7 Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores by Educational Experience	90
Table 7-8 Students' Self-Report of Knowledge of English Before Joining the Army	91
Table 7-9 Mean ECLT Entry and Exit Scores and Block II Achievement Test Scores by Students' Self-Report of Prior Knowledge of English	93
Table 7-10 Where Students Learned English Before Entering the Army	94
Table 7-11 Years of English Classes in Elementary and High School	95
Table 7-12 Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores for Graduates of U.S. and Foreign High Schools	96
Table 7-13 Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores by Years of Residence in the U.S. Before Joining the Army	98
Table 7-14 Mean ECLT Entry, Exit, and Gain Scores by Place of Residence Before Joining the Army	99
Table 7-15 Distribution of Soldiers Enrolled in the Pre-BT ESL Course and in FY79-81 Courses by Military Component	100

	<u>Page</u>
Table 7-16 Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores by Students' Military Component	101
Table 8-1 Students' Instructional Preference and Perceived Accomplishments During Pre-BT ESL Course	106
Table 8-2 Mean Entry and Exit ECLT and Block II Achievement Test Scores by Students' Instructional Preference	106
Table 8-3 English Skill Soldiers Most Wanted to Learn and Skill in Which They Made Greatest Improvement	107
Table 8-4 Self-Report by Students about Effects of Course on Speaking and Using English and Learning about BT	108
Table 8-5 Teachers' Report of Effect of Course on Students' Ability to Speak and Use English and to Learn BT Information	109
Table 8-6 Teachers' Report of Students' Area of Greatest Improvement	110
Table 8-7 Soldiers' Evaluation of the Adequacy of English Instruction for Needs in BT and AIT	111
Table 8-8 Soldiers' Evaluation of Amount of Instruction for Needs in BT and AIT	112
Table 8-9 Soldiers' Ability to Understand the Drill Sergeant in BT and AIT	114
Table 8-10 When Soldiers Most Frequently Speak English	115
Table 8-11 Where Soldiers Received Help To Keep Learning English	116
Table 8-12 Soldiers' Perception of Whether Native English Speakers Help Them With Their English	117

	<u>Page</u>
Table 8-13 Language Used Most	118
Table 8-14 Soldiers' Ratings of Their Ability to Read, Understand, Write, and Speak English in BT and AIT	119
Table 8-15 Soldiers' Ratings of Their Ability to Understand Classroom Lectures and Read Army Manuals in BT and AIT	120
Table 8-16 Difficult Situations in AIT	121
Table 8-17 Students' Evaluation of Length of Course and Level of Difficulty	122
Table 8-18 Teaching Methods That Helped Soldiers Most and Least to Learn	123
Table 8-19 Teachers' Reports of Aspects of the Course That Should Receive More and Less Emphasis	125
Table 8-20 Students' Self-Reports of the Most Helpful Aspect of Course	126
Table 8-21 Students' Assessment of Reason Course Did Not Help Them to Speak and Use English Well	127
Table 8-22 Aspect of the Course That Helped Students to Learn about BT Information	128
Table 8-23 Students' Evaluation of Teachers	129
Table 8-24 Source of Encouragement to Keep Learning English	130
Table 9-1 Assignment of Programs According to Closeness to Intended Implementation	134
Table 9-2 Comparison of Outcomes Between Fidelity Programs and Non-Fidelity Programs	135
Table 9-3 Percent of Students Passing the Block II Achievement Test in Fidelity and Non-Fidelity Programs by Entry ECLT Ranges	136

	<u>Page</u>
Table 9-4 Percent of Students Passing the Block II Achievement Test in Fidelity and Non-Fidelity Programs by Exit ECLT Ranges	137
Table 9-5 Entry ECLT, ECLT Gains, and Adjusted ECLT Gains by Individual Programs	138
Table 9-6 Percent of Students Passing Block II Achievement Test by Program	141
Table 9-7 Percent of Students Passing Block II Achievement Test by Program and Entry ECLT Range	142

Chapter 1. Introduction

During the summer of 1982, the Army implemented a new Basic Skills Education Program English-as-a-Second Language (BSEP I/ESL) program at eight Training and Doctrine Command (TRADOC) installations. The goal of this implementation was to put in place a functional or basic training (BT) oriented program which would provide a common curriculum for all installations. Under its BSEP evaluation contract to the Army Research Institute (ARI), the American Institutes for Research (AIR) was assigned the responsibility for evaluating the new BSEP I/ESL Course.

This report presents data on several aspects of the course. It describes the development of the course, the operation of the course during AIR site visits, and the characteristics of the student population. Included in the program outcomes are data on students' perceptions of the benefits they derived from the program as well as their continuing language needs. It also presents test data on program effects and compares these data with that available from previous Army ESL programs. In addition, two types of program follow-up data are presented: a comparison of the characteristics of a sample of students who were discharged from the Army during BT with students who completed BT, and an analysis of sergeants' ratings of soldiers' performance by students' language proficiency. The aim of this report is to provide information that will help the Department of the Army to determine the effectiveness of this new program, to formulate policy for limited-English speaking recruits, and to plan the development and management of its future ESL programs.

Background

During 1979 various Department of the Army agencies and commands including The Adjutant General (TAG), Deputy Chief of Staff for Personnel (DCSPER), Deputy Chief of Staff for Operations (DCSOPS), ARI, TRADOC, and the United States Army Recruiting Command (USAREC) reviewed the Army's English language policy and programs with the purpose of formulating an overall plan to address the problems posed by non-native English speaking enlistees. On one hand, a significant percent of these soldiers did not have enough proficiency in English to successfully function in the Army. For example, in a 1976 TRADOC survey, battalion commanders reported that approximately five percent of their soldiers had problems in English comprehension that adversely affected their units' performance. On the other hand, the Army desired to increase the enlistment of Hispanics and other non-native English speakers because these groups were under-represented and because of demographic projections of a shrinking enlistment pool.

As a result of this review, the DCSPER recommended a range of activities and programs aimed at identifying qualified potential recruits regardless of their level of English proficiency and ensuring that all enlistees had sufficient proficiency in English. Recommendations included translating the ASVAB into Spanish; exploring the development of an extended, pre-enlistment ESL program with the United States Department of Health, Education, and Welfare or the Department of Labor; developing a functional six week ESL program to replace the existing BSEP I/ESL program, and developing a functional ESL program for soldiers at their permanent duty

stations. Only the functional six-week ESL program has been developed and is now in place. The course materials were developed by the Defense Language Institute English Language Center (DLIELC) and the program is now called the Pre-BT ESL Course. The Army is also giving serious consideration to establishing an extended ESL program for new recruits with very limited English at the DLIELC, Lackland Air Force Base, Texas.

Rationale for this Study

The Army has several reasons for undertaking this evaluation of the Pre-BT ESL Course. First, they need descriptive information on how the course is conducted at the various TRADOC sites to determine if the initial goals of the Pre-BT Course have been met: (1) establishing a functional ESL course that focuses on the language needs for BT, and (2) implementing a common curriculum across the TRADOC sites. Second, the Army needs systematic information on program outcomes to assess this program's effectiveness when compared to previous ESL programs. Third, in the past two years there have been significant changes in the characteristics of the overall enlistee population but there is little information on how these changes have affected the ESL student population. Information about the student population is important for assessing program effects and for making decisions about future programs. Fourth, because this is a new program, the Army needs to identify serious problems as well as successful program elements.

AIR's Approach to Evaluation

The AIR approach to evaluation is similar to the Context, Input, Process, Product (CIPP) evaluation model described by Stufflebeam, et al. (1971) and others. The overall planning and sequence of activities for this particular evaluation has been shaped by two factors--the AIR process approach and the fact that the evaluation was conducted in two phases.

In the first phase of the evaluation, conducted between May 1981 and August 1982, AIR provided the Department of the Army with formative information in numerous memos and reports, as well as In-Process Reviews (IPRs). Formative information is intended to help the project sponsor, the program developer, and the other involved agencies keep the program on-track and build an effective and appropriate program during the development and initial implementation stages. AIR memos and reports included:

- review of materials developed by DLIELC to describe the language requirements for BT,
- review of the objectives established for the course materials,
- review of the curriculum materials and tests,
- review of the field test of the curriculum and teacher orientation program, and
- detailed description of the educational and administrative context at the installations where the new course was to be implemented.

The second phase, or summative evaluation, was conducted from August 1983 to June 1984. AIR staff made more than 20 visits to TRADOC installations to observe the ESL classes and follow-up soldiers who had

graduated from the course and were receiving Initial Entry Training (IET).

During this phase data were gathered and analyzed to:

- describe the program as it was actually operating at the installations,
- describe the characteristics and background of the student population,
- describe the perceptions of administrators, teachers, and students,
- identify conditions in the program environment that affected program outcomes,
- describe program outcomes,
- describe sergeants' ratings of soldiers' language ability and performance in IET, and
- evaluate the progress of the program in relation to program objectives and overall goals of Army ESL policy.

Methodology for the Study

Schedule of Visits

The Pre-BT ESL Course is conducted at eight TRADOC installations.

These are:

- Fort Benning
- Fort Bliss
- Fort Dix
- Fort Jackson
- Fort Knox
- Fort McClellan

- Fort Sill
- Fort Leonard Wood

Site visits to the TRADOC installations began in August 1983. Three or more visits were made to the larger ESL programs (Forts Benning, Dix, Jackson, Knox, and Sill). Three visits were also made to Fort Leonard Wood, which has a relatively small ESL enrollment, and one visit each was made to Forts Bliss and McClellan, which have very small ESL programs. The minimum duration for a site visit was two days; a few required as many as four days. The site visit schedule was largely driven by the availability of program graduates for the BT and Advanced Individual Training (AIT) follow-up phase of the study. Site visits and data collection continued through May 1984, when the follow-up phases were completed.

Data Sources and Techniques

Data for this study came from structured and unstructured sources. The structured sources include questionnaires, rating forms, classroom observation schedules, and TRADOC forms. These are:

- Student Record Form 1 (N = 842) filled out by education centers and providing biographical information, test scores, e.g., pre/post, ECLT and Block I and II scores, and attrition data,
- Student Record Form 2 (N = 857) for teachers to provide pre- and post-ratings of students' language proficiency,
- Pre-BT Students Questionnaire (N = 842) completed by students at the end of the Pre-BT ESL Course to provide information about their background and perceptions of the course,
- Teachers Questionnaire (N = 32) completed by teachers concerning their background and their teaching methodology,
- Classroom Observation Form (N = 80) for AIR researchers to systematically record activities in the ESL classrooms,

- BT Students Questionnaire (N = 278) completed by ESL students at the end of BT concerning their language ability and experience in BT,
- Drill Sergeants Questionnaire (N = 238) in which drill sergeants answered questions about soldiers' language ability and performance in BT,
- Drill Sergeants Rating (N = 230) in which drill sergeants rated soldiers' performance on 14 BT activities involving language,
- BT Language Activity Rating (N = 124) in which sergeants rated the 14 BT activities on their importance for success in BT,
- AIT Students Questionnaire (N = 100) completed by soldiers at the end of AIT concerning their language ability and experience in AIT,
- AIT Instructors Questionnaire (N = 83) in which sergeants and instructors answered questions about soldiers' language ability and performance in AIT,
- AIT Instructors' Rating (N = 83) in which sergeants and instructors rated soldiers' performance on 18 AIT activities involving language,
- AIT Language Activity Rating (N = 63) in which sergeants and instructors rated the 18 AIT activities on their importance for success in AIT, and
- TRADOC Form 488 or the equivalent (N = 1069) containing ECLT scores and Block II Achievement Test scores.

All of the above instruments, except TRADOC Form 488, were developed by AIR.

Copies of the instruments are included in Appendix B.

In addition to data on the Pre-BT ESL Course, this report uses information from previous Army ESL programs. The sources for this information are:

- TRADOC files on 2,804 limited-English speaking soldiers who enrolled in BSEP I/ESL courses in FY79, 80, and 81, and
- AIR field study of seven BSEP I/ESL programs conducted between December 1981 and March 1982, and reported in three volumes (see Holland, Rosenbaum, Stoddart, and Redish, 1982).

Unstructured sources used for the report included:

- informal interviews with program administrators, teachers, counselors, and test administrators,
- informal interviews with approximately 200 relevant military personnel,
- informal interviews with more than 300 students both in group sessions and individually, and
- informal observations during which we took field notes; these supplemented the information on the classroom observation forms.

Informal interviews with all personnel were very important sources of information, but were particularly important with students. Some of the soldiers were reluctant to put their concerns in writing even though AIR staff assured them that the information they provided in the questionnaires would be kept in confidence and not shown to their drill sergeants. When AIR staff spoke to them in their native language after they completed the questionnaires, they often expressed themselves more openly on several issues.

AIR's practice of obtaining a comprehensive description of the program context and previous involvement in other BSEP ESL evaluations was very useful during this study. AIR staff have been making site visits to most of these installations for nearly three years. During this period, they have developed good rapport with Army Continuing Education System (ACES) staff and teachers. At some installations administrators, BSEP coordinators, and teachers have changed while the AIR research staff has remained constant. As a result of AIR's experience with the ESL evaluations and knowledge about the programs at different posts, staff have frequently been asked for advice and information or to sit in on teachers' meetings and to give guidance on

problems that arose in the programs. The rapport and confidence that were developed have helped AIR staff to gather more detailed and presumably more accurate information about the programs. On our part, we are extremely grateful for the high level of help and cooperation we received from the education and military personnel.

Structure of the Final Report

The remainder of this report presents

- a brief description of the development of the Pre-BT ESL Course and the issues that affected its development,
- a description of the Pre-BT ESL Course materials and Course Management Plan,
- a summary of program characteristics and problems that currently influence program effectiveness,
- the program outcomes as measured by the English Comprehension Level Test (ECLT) and Block II Achievement Test, and
- follow-up data on BT attrition,
- follow-up data from sergeants' ratings of soldiers' performance,
- a description of the background characteristics of ESL students and the relation of these characteristics to success in the course,
- ESL students' perceptions of the benefits they derived from the course and their current language needs,
- a comparison of program outcomes according to installation, and
- a brief summary of the report.

Chapter 2. Development of the Pre-BT ESL Course

Like many development efforts that require crucial involvement among several agencies or parties, the development of the Pre-BT ESL Course was not a straightforward case of initial goal, development plan, final product, and implementation. This section describes the circumstances that initiated the development of the course and presents some of the problems, issues, and policy decisions that shaped the development process.

Why the Course was Developed

BSEP I/ESL was established in 1978 using the American Language Course (ALC) as the core curriculum. (See Holland, et al., 1982, for a description and evaluation of the original BSEP I/ESL program). The ALC was developed and used by DLIELC as a long-term, resident program for improving general English proficiency. In 1979, as part of a review of ESL policy and programs, the Army decided that there was a need for a new ESL program specifically designed for BSEP I.

Several factors seem to have contributed to this decision. Personnel in the Department of the Army and at the TRADOC Education Centers questioned the effectiveness of using the ALC as the ESL curriculum, since many soldiers entered the BSEP I/ESL program with very limited English skills. For these soldiers, six weeks did not seem to be sufficient time to significantly improve their level of general English. In addition, there was the view that BSEP I/ESL should be functionally oriented toward basic

and one-station unit training. As a result, it was decided that there would be more benefit in having a six-week ESL program that is functionally oriented to the critical tasks that must be mastered to complete BT. Soldiers who needed additional language training could later receive BSEP II/ESL instruction at their permanent duty stations. DLIELC was tasked by TRADOC in early 1980 to develop the functional ESL course along with an instructor orientation course. They were also requested to design a plan to assess the need for functional ESL materials for selected MOSs and permanent duty stations.

Problems and Policy

Memos, informal documents, and development plans produced during 1979 and 1980 indicated that many of the problems and issues involved in developing the new ESL program were recognized from the start:

- six weeks of instruction was insufficient for most ESL students,
- a single six-week program could not meet the needs of all students nor be appropriate for all installations,
- enrollment at many installations was too low for a program designed for homogeneous classes, and
- oral proficiency was the main problem for most ESL students.

DLIELC reiterated the view that a course limited to six-weeks of instruction imposes severe constraints on being able to produce a language qualified trainee since students would enter the program with widely different proficiencies and learning rates.¹ DLIELC questioned the clarity of the terminal goals for the program and suggested that a six-week program

would produce language qualified students only if they entered the program already at the higher ranges of proficiency.

It was also recognized that the low student enrollments at several of the sites posed serious problems for the new Pre-BT ESL Course. TAG pointed out that not only would soldiers have a variety of primary languages and a wide range of language proficiency (e.g., below 30 to above 50 on the ECLT), but also they would often be instructed in a single classroom.² During 1981 and early 1982, there were numerous discussions and plans for centralizing the new program at one TRADOC installation. The reasons for centralization were: (1) to eliminate the problem of low enrollments by concentrating students at one site, and (2) to make it easier to maintain a standard curriculum and quality level of instruction. The centralization plan was never implemented.

In a discussion concerning the development of a Spanish version of the ASVAB, a TRADOC representative pointed out that the problem with non-English speaking soldiers is oral comprehension. At a later meeting, TRADOC voiced concern that the course would not be properly developed using the Instructional Systems Design (ISD) process which includes a front-end analysis.

The issue receiving the most sustained attention was the question of program goals. At a DLIELC meeting, a TRADOC representative stated that the purpose of the six-week ESL program was "to educate non-English speaking soldiers to read and speak English so they can be trained in critical common tasks." This focus on increased trainability seems to have been combined with the DLIELC concept that only soldiers in the higher ranges of

proficiency would benefit from a six-week program. As a result, the course was initially designed for a target population with an entering ECLT score between 55 and 69. DLIELC proposed this target range based on their experience with soldiers' ECLT gains in other Army ESL programs during which the mean ECLT gain was close to two points per week. In six weeks of the Pre-BT ESL Course, students could be expected to make a 12 point gain. This would bring a student who entered the program with a 55 ECLT score close to 70 on exit. The concept of a target population did not resolve the question of program goals and it was sometimes voiced at subsequent meetings and IPRs: "What is the best thing to do for these soldiers if they only get six weeks of Pre-BT ESL instruction?"

Developing the Pre-BT Course

Development of the Pre-BT Course began in April 1980. The first step was to perform a front-end analysis to establish the minimal language proficiency needed to complete BT. DLIELC conducted a task analysis to determine the vocabulary, grammatical constructions, general English skills, and level of proficiency required for BT. The analysis included information on language modes (i.e., speaking, reading, listening, and writing) and communication conditions such as normal voice and tape. Input for the task analysis included soldiers' manuals and the BT Program of Instruction (POI), a BT vocabulary list developed at Fort Benning, and interviews with commanders to determine the criticality of technical concepts. DLIELC converted this information into a system of Job Language Performance Requirements (JLPR), Terminal Training Objectives (TTO) that were derived

from the JLPRs, and Enabling Training Objectives (ETO) that specified what the recruit must be able to do to meet the TT0s.

This system of language requirements and objectives was used as the basic input for the development of the 45 lessons that comprise the Pre-BT ESL Course. The lessons are divided into two units called Block I and Block II. Block I, which contains 21 lessons, is designed to meet the needs of the non-target student population. It contains extensive practice exercises and drills in basic English syntax and provides information about non-technical or survival situations. Block II, which contains 24 lessons, is designed for the target population. It contains very limited practice in English syntax and focuses on teaching training task information. Each block includes an achievement test that assesses the information presented in the block. Each of the 45 lessons has a lesson test which assesses the information presented in the lesson. The next chapter describes the course materials in greater detail.

Some of the materials that were used to develop the course, as well as parts of the course, were reviewed by non-DLIELC personnel. For example, the JLPRs, TT0s, and ET0s were reviewed by 20 ESL instructors at TRADOC installations for consistency, comprehensiveness, appropriateness, and feasibility of instruction in an ESL program. AIR staff also reviewed the JLPRs and the 45 lesson tests. The criteria for AIR's review of the lesson tests were: (1) Do the test items measure the objectives? and (2) Are they good test items? AIR staff also met several times with DLIELC personnel to be briefed on the course development, to observe the DLIELC procedures for validating lesson tests, to discuss AIR review suggestions, and to

coordinate AIR's evaluation plan and needs with the schedule for field testing and implementing the new program. Staff at the Fort Benning Infantry Center reviewed Block II Achievement Test items for technical and doctrinal accuracy. Our impression is that only a few of the review recommendations, including those by AIR, were adopted in the course materials.

Early in 1981, the concept of the target population was expanded to include students with lower entry ECLT scores in the 50 to 54 range. The new target population now included students who entered the program with an ECLT score between 50 and 69. One factor behind the enlargement of the target population range was the continual question of what should be done for the non-target students.

Until the expansion of the target population, DLIELC had been developing eight weeks of course materials: two weeks of material for Block I and six weeks of material for Block II. After the expansion, DLIELC modified this development plan to four weeks of Block I material and four weeks of Block II material. The additional Block I lessons were intended to improve the basic English skills of the non-target students.

Adding more lessons to Block I created new problems. Few of the installations maintained a sufficient number of classes to group students by language ability or to conduct a two-track program. Because they had greater proficiency in English, the target population did not need all 21 Block I lessons and, even if it were desirable, it would not be possible to cover all 45 lessons in six weeks. It also seemed unlikely that many of the

students that entered the program with very low ECLT scores would complete Block I and therefore ever get to the BT information in Block II.

The plan for centralizing the Pre-BT ESL Program at one TRADOC site was intended to resolve some of these problems. An alternative solution of sending all non-target students to DLIELC for an extended ESL program has been under consideration for some time. DLIELC's solution for the Pre-BT Program was to designate eight of the Block I lessons as critical lessons to be taught to all students before they received Block II. Teachers were to use the remaining Block I lessons with non-target students as time permitted.

The field testing of the course materials was conducted in several stages: developmental testing, Fort Dix, October-December 1981; validation, Fort Dix, January-February 1982; validation of the Course Management Plan, Fort Jackson, May-June 1982. AIR staff observed the two DLIELC teacher orientations for the Fort Dix teachers who were to be involved in field tests. They also observed classes during all three field tests and interviewed teachers, students, and administrators. Staff observations, comments and recommendations were recorded in several detailed trip reports, which were distributed by AIR to TAG, TRADOC, and DLIELC.

The final version of the Pre-BT ESL Course was implemented at the remaining six TRADOC sites during the summer of 1982; Forts Dix and Jackson continued to teach the course when the field testing was completed. The summer implementation at the six TRADOC sites consisted of one-day teacher and staff orientations presented by DLIELC personnel, followed by the

pairing of a DLIELC teacher with a post teacher for a week of classroom instruction.

Chapter 3. Description of Course Materials

This chapter briefly describes the materials that make up the Pre-BT curriculum. These include:

- Course Management Plan
- Instructor Orientation Guide
- Instructor and Student Texts
- Block I Screening Test
- Block II Achievement Test
- Lesson Tests
- Tapes
- Recommended supplementary materials

Course Management Plan

The Course Management Plan (CMP) is the instruction manual for teachers and administrators of the Pre-BT ESL Course. The CMP describes the purpose of the course and the procedures for developing the curriculum. It describes the job language performance requirements for BT on which the course is based and explains how the language functions were selected and integrated into the lessons.

The CMP explains how soldiers should be placed in the course according to entry ECLT scores. However, because the weekly enrollment in a local ESL program is rarely large enough to form more than one class, it is not possible to group new students according to entry ECLT ranges. The CMP does

not recommend what action to take in such situations. The CMP also describes the lesson format and the subject matter presented in each of the lessons. It introduces the drills and exercises used to teach the material and explains how to interpret the instructions for teaching the curriculum.

The CMP presents the four types of tests used in the curriculum: the ECLT, the Block I Screening Test, the Block II Achievement Test, and the lesson tests. The procedures for test administration and scoring are also explained. Other subjects treated in the CMP include the student's academic record, instructions for providing feedback on the course, course length, how students are to be recycled, and standards for successful completion of the course. The CMP is supplemented by a 45 page manual called Explanation of Terminology, which explains in detail how to conduct the various classroom activities in the Pre-BT Course.

Instructor Orientation Guide

The Instructor Orientation Guide is a 20 page script that is intended for administrators to use in orienting teachers hired subsequent to the initial DLIELC implementation. It defines the terms used in the curriculum, how drills and exercises should be conducted, and the purpose of the pattern drills. Paradigms or grammar explanations are presented as well as samples from the students' texts. The Instructor Orientation Guide makes no mention of ESL methodology or theory, and does not present ways of using teaching aids, techniques, or supplementary materials.

In an effort to provide more effective teacher orientation materials, two training video tapes have been recently prepared by the University of South Carolina under the direction of the ACES staff at Fort Jackson. These tapes present teachers with the course materials and also teach them how to use the curriculum. The tapes are available for use by TRADOC installations.

Texts

An instructor text accompanies each of the 45 student texts or lesson books. The instructor text is similar to the student text except for information on the focus of the lesson, explanations on how to present the exercises, and additional exercises.

Military Information in Block I

The 21 Block I lessons focus on five situations that soldiers will encounter during their training: Barracks, Dining Facility, Troop Medical Clinic, Post Exchange, and Dental Clinic. The situations were selected by DLIELC based on data collected from a survey of Army trainers. The trainers also described the tasks that soldiers performed in each of these situations. These tasks, or language functions, were incorporated into each lesson (e.g., requesting permission, imparting information). DLIELC also selected language forms to be integrated into each of these lessons. ESL instructors at Fort Benning validated the language forms and ranked them according to importance.

For the six-week Pre-BT Course, only 8 of the 21 Block I lessons are required for instruction. The eight lessons are to be taught during the first two weeks of the course. The CMP recommends that the remaining lessons be used as supplementary materials. (See appendix A for a list of lessons in Block I.) The required lessons cover the following subjects:

- Square Away the Barracks (two lessons)
- Pulling KP
- Following Doctor's Directions
- Getting Directions at the PX
- Looking for and Buying Things at the PX
- Describing a Dental Problem
- Getting Help at the Dental Clinic

These lessons were selected by DLIELC because they contained the most important language forms for Block II.

Military Information in Block II

Block II consists of six modules with a total of 24 lessons. The six modules are:

- First Aid
- Nuclear, Biological and Chemical Defense (NBC)
- Individual Tactical Training (ITT)
- Weapons Training
- M16A1
- Grenades

Soldiers study all 24 lessons because of their critical nature. They are expected to spend four out of six weeks in the course on Block II subject matter. Block II lessons deal with 25 of the 40 BT tasks in the Soldier's Manual Army Testing (SMART) book. The 25 tasks were those rated most critical by Army trainers for safety and for success in completing BT. The lessons focus on the task-specific vocabulary that soldiers need during BT.

General English in Blocks I and II

Language forms are introduced in all Block I lessons (e.g., demonstrative pronouns, the verb "to be," prepositional phrases). According to DLIELC, 94 language forms are introduced in Block I, and 11 are introduced in Block II. Because students study all of the Block II lessons, they are introduced to all 11 language forms presented in Block II. Since students are required to study only 8 of the 21 lessons in Block I, they are introduced to only 42 of the 94 language forms. Those forms that are introduced in the early lessons are usually repeated in future lessons. However, they are not explained in as much detail as they are in the lesson in which they are first introduced. During interviews, teachers indicated that students are sometimes confused when they encounter language forms that are initially introduced in lessons they did not study.

There is some review in each of the lessons. For example, imperatives are introduced in lesson 1A and are reviewed in lesson 2. A few crucial language forms are reviewed as often as 14 times.

Tests

Four tests are used in the Pre-BT ESL Course: the ECLT, the Block I Screening Test, the Block II Achievement Test, and Lesson Tests. All are written in a multiple choice format. The tests assess listening comprehension and reading skills, but do not test for speaking ability. DLIELC writes in the CMP that speaking proficiency is not critical for success in BT and also that the administration of a test of speaking proficiency would be difficult.

The ECLT is used as a pre- and post-measure to assess students' English language ability. The ECLT contains 120 multiple choice items, 75 of which are delivered by tape to measure listening skills, and 45 of which are presented in a test booklet to measure reading skills. The test takes approximately 70 minutes to administer.

The Block I Screening Test can be used as a pretest for placing soldiers in homogeneous groups in ESL classes or as a posttest for assessing their mastery of Block I objectives. It covers information and language forms taught in Block I and takes approximately 75 minutes to administer. The test contains 150 multiple choice items, half on tape and half in a booklet. In the taped part, students are asked to listen to a question and then select the appropriate picture to answer the question. They are also asked to listen to statements or questions and choose the correct answer from a multiple choice format. In the second part of the Block I Test, students are presented 75 written questions or statements and are asked to select the correct response or word from a multiple choice listing.

The Block II Achievement Test measures students' achievement of the terminal training objectives of the course. Whereas the Block I Test assesses students' knowledge of syntax and general military vocabulary, the Block II test focuses on students' mastery of the technical language and concepts taught in Block II. The test consists of 70 multiple choice items, half on tape and half in a booklet. Each of the two sections of the test takes 20 minutes to administer. The Block II Test consists of the following types of items:

- listening to a statement on tape and choosing the written response which best fits the statement,
- reading a written question and choosing the best response from the selection given on tape,
- listening to questions on the tape and choosing the best answer from four possible written responses,
- looking at an illustration, reading an incomplete sentence describing the activity in the illustration, and choosing the word that best completes that sentence from a list of four words,
- reading a phrase and choosing a synonymous phrase from a list of four possible phrases,
- selecting words or phrases to complete a sentence, and
- reading a paragraph and choosing one of four written answers that relate to that paragraph.

There is one lesson test for each of the lessons in the curriculum. According to the CMP, they are to be used at the discretion of the BSEP coordinator at the end of each lesson. Compared to the Block I Screening Test and the Block II Achievement Test the lesson tests are relatively easy. They focus almost exclusively on vocabulary and take 10 minutes to

administer. All lesson tests consist of 10 multiple choice items. Half of the items are read to the students by the teacher and half are read by the students from the test booklet. In all but a few cases, the five reading questions on each of the lesson tests ask the student to fill in one blank space to complete a statement by choosing from four possible answers.

Tapes

Performance tests are given in Block I lessons. These are short quizzes that test soldiers immediately after they have studied a skill. Some of the performance tests are recorded on tape and the scripts for these are contained in the instructor's texts.

Supplementary Materials

No supplementary materials are included in the set of curriculum materials provided to the posts. Some recommended supplementary materials such as Training Extension Course (TEC) tapes and films, are usually accessible to teachers. The CMP states that teachers may use teaching aids, if they are deemed helpful to the student. The illustrations in the student texts are expected to supply the necessary visual image of the subject discussed.

The CMP suggests that the Block I lessons not required for instruction may be used as additional materials. Films listed in the Department of the Army pamphlet 350-100 are also recommended for use during the course. In addition, the Fort Jackson Rifle Marksmanship tapes are suggested for inclusion.

Chapter 4. Program Characteristics

This chapter presents the major features of the eight Pre-BT ESL programs. These features include the administration of the course at each of the posts, how the curriculum is used, the teaching methods that are employed, how students are identified and placed in the programs, and the military context.

Sources for the data in this chapter are:

- more than 20 site visits to the eight TRADOC installations,
- interviews with administrators, teachers, counselors, and test administrators,
- interviews with more than 300 students and approximately 200 military personnel,
- multiple observations of more than 25 Pre-BT ESL classes, and
- questionnaires completed by 31 teachers.

Volume Two of AIR's report on the previous BSEP I/ESL Course (Holland, et al., Volume Two, 1982) presented a detailed description of the educational and military context at seven of the eight posts. While the ESL curriculum has changed, much of the context has not. The overall picture of the BSEP I/ESL educational and military setting presented in that volume is still relevant.

During the observations at each of the posts, the one feature that stands out as common to all is the desire on the part of the education and

military personnel to help soldiers learn English. Those individuals closely involved with the ESL programs are intent upon improving the soldiers' English ability and teaching BT information. They are dedicated, hard working, and concerned about the students' welfare.

Curriculum

One of the major goals in the development of the Pre-BT ESL Course was to present a common curriculum with a strong military content at all TRADOC installations where ESL is taught. Despite variations among the installations, this goal has been partially achieved. In contrast to the absolute differences in curricula found under the previous ESL program, all posts are using the DLI Pre-BT ESL Course as the major portion of their curriculum.

Most of the posts are teaching all of the lessons assigned in the CMP. At a few posts, however, some teachers are not presenting all of the eight Block I lessons because of student placement problems or because of slow students who need more time. According to the CMP, 8 of the 21 Block I lessons are to be taught during the first two weeks of the course. During the remaining four weeks, all of the Block II lessons are to be taught. As noted earlier, DLIELC selected the eight Block I lessons for instruction because they are critical to a soldier's preparation for BT. When time permits, teachers are encouraged to use the other Block I lessons as supplementary material. Forts Bliss, Benning, Dix, and Jackson have all 21 lessons. They are regularly used as supplementary material only at Fort Bliss, however, where they are assigned for homework. When AIR researchers inquired whether they used the additional Block I lessons at the other

posts, some of the teachers did not know that the additional lessons existed and said that they were not available at their posts.

Several posts are not using the three NBC lessons in Block II. These are currently being revised by DLIELC. Teachers at these posts sometimes present some of the material in these lessons, without using the actual lesson books, because they believe the information is important and may appear on the Block II Achievement Test. Some teachers expressed concern to AIR researchers about students being tested on NBC information without any relevant instruction. During interviews, several teachers and students complained that some of the exercise tapes that accompany the lesson books were very difficult to understand. Instead of using the exercise tapes, these teachers orally present the taped material to the students.

Before the course was implemented, some DLIELC and ACES staff expressed the opinion that six weeks was not enough time to cover the designated lessons. Teachers indicated that the sufficiency of time varied with the kinds of students they had in class. When a class was composed largely of students who worked at a slow pace, or who had a relatively weak background in English, they needed more time to complete all of the lessons, sometimes more than six weeks. A few teachers said they were able to complete all of the materials in four weeks, when they had a group of students who learned quickly. Overall, six weeks is sufficient for most classes.

At all of the posts except Forts Sill and Knox, teachers often supplemented the course materials with visits to the language lab. At Fort Dix, where students have seven hours of ESL class daily rather than the usual six at other posts, one hour is spent at the language lab using DLIELC

American Language Course materials. Students at Forts Leonard Wood, Dix, and Jackson also used the PLATO instructional system for supplemental work in English grammar. TEC tapes are available at all of the posts and are used by many of the teachers except at Fort Sill. The CMP suggests appropriate places in the curriculum where the TEC tapes can be used.

Administration

For the most part, the ESL programs at the individual posts seem to be administered effectively. All of the BSEP coordinators have studied the CMP and are well informed about the procedures for implementing the course. However, there are a few areas in which useful improvements can be made; these are discussed in this chapter.

Administrators at each of the installations appear to share a common view of the goals of the course. During the first year of operation, frequent communication from TRADOC and the initial implementation activities conducted by DLIELC helped the administrators to focus on the objectives for the course. Continual monitoring is important to maintain this focus because of the frequent turnover of institutional contractors and teachers. In recent months, monitoring activities--conducted by phone or written communication--have decreased. Occasional TRADOC site visits would be a major step in improving communication and monitoring capabilities.

At the time of our visits, all of the ESL programs except for the ones at Forts Bliss and Jackson were administered by an institutional contractor. Probably because contractors change frequently, they tend to focus their attention on administrative concerns rather than on staff development and

supervision, on teaching methods, and on curriculum questions. Because the Pre-BT Course is highly structured, it may be assumed by the administration that there is little need for supervision of teachers.

Fort Jackson is one of the posts where administrative concerns and staff supervision have been dealt with most effectively. The BSEP I Coordinator holds teachers' meetings, discusses teaching methods, visits classes frequently, and is knowledgeable about the content of the curriculum. There are no formal teachers' meetings at any of the other posts. Fort Dix has occasional teachers' meetings, but their purpose is to review changes in post policies or to discuss matters that may arise suddenly, such as a problem with an individual student. Although there are no formal teachers' meetings at most of the posts, teachers talk informally in the teachers' room or between classes. They share materials, such as grammar dittos or military charts, and exchange information about students. Despite the lack of formal teachers' meetings, some communication on teaching methods or program philosophy does take place at all of the posts.

The BSEP I coordinators at Forts Sill and Leonard Wood said that they were told by DLIELC neither to modify the material in any way nor to supplement the course with anything except DLIELC materials. Both coordinators--particularly the one at Fort Sill--expressed concern that the new course be taught as it is directed in the CMP. Although the Fort Sill contract administrator has his office in a different building, he nevertheless visits the ESL classes frequently and keeps close watch on what is being taught and how it is being taught.

In actual practice, all of the posts, except for Fort Sill, tend to have a somewhat flexible policy on how the Pre-BT lessons are taught and what material can be used to supplement the lessons. Beyond the requirement to teach the critical lessons in the course, teachers are given some latitude in what they teach and the way they teach it.

One of the results of the high teacher turnover and the changes in contractors has been that not all teachers have a copy of the current CMP. As previously noted, the plan explains the goals of the Pre-BT ESL Course and the content of the lessons, presents all of the language forms that are introduced in each lesson, and describes the target and non-target populations. In addition, there is a supplementary manual explaining how to teach the drills and exercises and interpret the lesson directions. Only about three quarters of the teachers have the CMP and about two-thirds have the manual on drills and exercises. This lack of materials seemed to be most prevalent among the new teachers.

Program Size

One characteristic in which there is a great deal of variation is program size. ESL programs vary in size from installations with one class and usually no more than half a dozen students (i.e., Fort McClellan) to installments with as many as four or five classes and more than a dozen students per class. Because ESL enrollment is never a constant and is characterized by fairly regular highs and lows throughout the year, even the larger programs may sometimes be down to three classes. Information in some of the following sections will show that program size is an important

characteristic because it affects several other characteristics such as the placement of new students in the course, the method of presenting the materials, and even the amount of study time that is available to students in the barracks. Forts Benning, Dix, Jackson, Knox, and Sill have larger programs, usually more than three classes. Enrollment at Fort Leonard Wood usually supports two classes, and enrollment at Fort Bliss supports one class or sometimes two smaller classes.

Teachers

Most of the data in this section are obtained from questionnaires completed by all ESL instructors (N=31) at the posts during September and October 1983.

Teachers at all of the posts enjoy teaching in the Army ESL programs. Although most have taught in public schools before teaching the Pre-BT Course, they prefer working with these students who seem to appreciate their efforts to teach them English.

All but one of the teachers are graduates of four-year colleges with BA or BS degrees. About one-third of the teachers have master's degrees. Half of the teachers earned their undergraduate degrees in fields related to education; none has a degree in teaching ESL.

All of the ESL teachers are experienced teachers who have taught three or more years. Three-quarters of them have been teaching for six or more years. However, most of their experience has been gained teaching subjects other than ESL outside the military. The majority of the teachers are relatively new to ESL instruction, having gained their ESL experience

teaching in Army programs. A strong core of teachers, about one-third, have been teaching for more than three years in Army ESL programs, but one-quarter of the teachers have taught ESL for less than a year.

Although the teachers took part in training programs and in-service programs for their teaching positions outside the military, very few received training to teach ESL during their non-military or Army experience. Because of the high teacher turnover rate, only about one-half of the current teachers participated in the Pre-BT ESL teacher training presented by DLIELC when the course was first implemented.

Since the initial DLIELC implementation, no training sessions have been conducted for new teachers by the contractors at the installations. Usually, the BSEP coordinator or other teachers present new teachers with a copy of the CMP and review the procedures with the new teachers. A common practice at all of the posts is to have a new teacher sit in on the classes of an experienced teacher to observe how the course is to be taught.

Course Placement

There is some variation in the way that students are placed in classes at each of the posts. The size of the program seems to be the determining factor in whether students enter classes daily or whether they begin weekly. At installations with larger programs and special BSEP or ESL companies, such as Forts Benning, Dix, Knox, and Sill, classes begin on one set day of the week and students graduate from the program six weeks from the day of entry. At Fort Jackson, and occasionally at the other posts, new students may enter a class on any day during the first week. At Forts Bliss,

McClellan, and Leonard Wood, where the enrollment is lower than at the other posts, students can begin the program on any day of the week and end the program six weeks from the day of entry.

Before 1983, when ESL enrollments were higher, some installations were able to provide a separate class for each week's enrollments or attempt to separate students according to ability levels. For example, when Fort Dix had higher enrollments, they maintained six ESL teachers at all times. All students who enrolled during one week were kept together throughout the program, and students studied the lessons according to the sequence outlined in the CMP. Now that enrollments are lower, these posts have had to alter their systems for placing new students in classes.

Several different systems are being used for placing new students in classes. At all posts, however, entering students are placed in classes with students who had entered the program during previous weeks. This means that at some posts, a class might have students who are in their first week of ESL instruction combined with those who are in their sixth week. Even more important, new students sometimes start their instruction at some point in Block II, receiving the Block I lessons at the end of their six weeks. Only at Fort Bliss, where the entire course has been placed on tape, do all new students start the course with Block I, Lesson I.

Although some Block II lessons are more difficult than others, according to DLIELC, Block II lessons do not have to be taught in a fixed sequence. The instructional sequence is important for Block I lessons; they progress in difficulty and introduce a structured sequence of language forms, many of which are prerequisites for Block II lessons. Most teachers

feel that teaching and learning are often more difficult when students do not start their instruction at the beginning of the course, but it is particularly difficult when students start in Block II. When students enter the course in Block II, some teachers have them work individually with one or two Block I lessons to ease them into the course.

Some of the course placement systems being used are less disruptive than others. Forts Benning and Dix have developed systems in which students always begin instruction in Block I, though they may not necessarily start at the beginning of Block I.

The Fort Benning system requires a minimum of three teachers. Each teacher's class is open for new students for two consecutive weeks and then is closed for four weeks during which the remaining two teachers receive the new students. The teacher starts with Block I, Lesson I in the first "open" week and students just entering the course will receive instruction in all lessons in the designated sequence. Students entering the course in the teacher's second open week begin in the middle of Block I and receive the first week of Block I after they complete Block II. At this point, the teacher has cycled back to her first open week.

Fort Dix uses a minimum of three teachers for its system, but it can be set up with two teachers if the enrollment is not too large. Only one instructor teaches Block I lessons in two week cycles; all students begin the course in this teacher's class. A student who enters the course at the beginning of the cycle starts with Block I, Lesson I; a student who enters the course in the second week of the cycle starts in the middle of Block I and receives the first part of Block I the following week. After a student

completes two weeks in the Block I class, he moves to a Block II teacher's class. Block II teachers teach the Block II lessons in four week cycles; students enter this cycle weekly, at various points.

The advantage of the Fort Dix system is that students study all of Block I before being instructed in Block II. The disadvantages are that most students do not receive the Block II lessons in sequence and that sometimes third week students, just entering Block II, will be combined with sixth week students. The advantages of the Fort Benning system are that half of the students receive all Block I and II lessons in sequence and that it easily accommodates more teachers by assigning some only one open week if enrollment increases. The serious disadvantage is that half the students receive the first week of the course in their last week.

At most of the other installations, students begin the course with whatever lesson the class that they enter is studying. At posts with very small ESL enrollments and one or sometimes two teachers, like Forts McClellan or Leonard Wood, this is inevitable. However, at other posts with larger ESL programs and more classes, new students are placed in class on the principle of maintaining all classes at about the same number of students. The Forts Benning and Dix systems represent much better alternatives.

Presentation of the Course

AIR researchers observed all of the teachers presenting the ESL course material. They noticed many similarities in the presentations, and some variations. This section will discuss the quality of teaching and the use

of ESL techniques, the method of presenting program material to the students, the use of teaching aids, and the inclusion of additional military information.

As mentioned in Chapter 3, the DLIELC materials follow the aural/oral approach (i.e., pattern practice, with considerable drill and repetition). Most teachers tended not to deviate from this approach, partly because of their concern with teaching the program as they were directed, and probably partly because of their lack of experience with ESL instruction and methodology. When teachers did deviate, often it was to do such things as conduct a repetition drill as a writing assignment or, rather than use the tape for a performance test, ask the questions themselves. Many teachers regularly held conversation periods as a way of giving students more practice in speaking English. However, many of the conversation periods we observed provided neither sufficient practice speaking nor adequate group involvement. Some teachers tended to do more of the talking than was necessary, and there was some tendency for the more competent English speakers to speak more often and for the less competent speakers to avoid participating in the conversations. Many teachers needed training in how to generate conversation, to develop a theme, to model and use new phrases in an appropriate context, and then to help students use the phrases in their own sentences, while keeping the pace lively.

There were other kinds of variations in the presentation of the program. Fort Bliss, which usually has only one ESL class, put all of the lessons in the Pre-BT Course on cassette tapes so all new students could begin the course with Block I, Lesson I. Students completed all of the

activities in the lessons while sitting in individual carrels using headphones. The teacher reviewed the students' work with them and corrected their assignments in face to face sessions which occurred daily, or more frequently if class size was small enough to permit this. At Fort Leonard Wood, when a teacher had several students who had different abilities in speaking and understanding English, she assigned the students to work individually on different lessons. Instead of conducting oral drills and exercises with the students, she assigned them to perform the lessons as if they were written assignments. In the Fort Bliss example, students get some practice speaking English during the daily review sessions when they discuss the material with the teacher and repeat and explain items. In the Fort Leonard Wood example, students had minimal oral practice--little opportunity to listen to English being spoken--and even less practice with speaking.

At Fort Sill, teachers reported they were told to teach the same lessons again as reinforcement if they completed instruction on all of the designated lessons in less than six weeks. The rationale for this policy is the BSEP coordinators' belief that teachers should stick to the DLIELC lessons.

Although the CMP states that teaching aids can be used if desired, no recommendations are made for ways that these aids can be used. Some teaching aids are used as part of the instruction at all posts; however, some posts make more extensive use of aids than others. Fort Dix shows the strongest use of military teaching aids, partly because Ft. Dix teachers had developed their own ESL program with a strong military emphasis before the implementation of the Pre-BT ESL Course. Fort Dix teachers now use such

aids as a six-foot model M16A1 rifle with movable parts, Claymore mines, protective masks, hand grenades, and NBC markers to demonstrate what is presented in the new Pre-BT program. One teacher had the students conduct a demonstration for the rest of the class on how to set up a Claymore mine. Another teacher permitted the students to take apart the M16A1 rifle. A third teacher had students perform first aid on each other. In most of these cases, there was some practice using English. But many students tended to demonstrate the actions silently, whereas it would have been preferable for them to verbalize what they were doing while they were demonstrating the processes. However, students were able to see and work with the equipment being discussed in the lessons, a technique which maintains interest and helps learning.

At Fort McClellan, a sergeant comes to class to demonstrate how to disassemble and assemble the M16A1, and sometimes the teacher takes the class out to the field to observe training. At some posts where teachers had a limited range of training aids (e.g., only a wall chart of military insignias or only a model M16A1 and a hand grenade) or had to share an aid with several classes, they said that they were unable to obtain more. Besides military training aids, teachers at all posts used the SMART book, TEC tapes, military charts, and military magazines to varying degrees.

The ESL company at Fort Dix arranged for the teachers to visit the firing range and to observe other aspects of BT training. The teachers at Forts Jackson and Knox had several meetings with drill sergeants at which they received background information. These teachers were enthusiastic about receiving this help and said it gave them confidence to teach the

military information in the texts and it also enabled them to answer students' questions.

Teachers at some posts have added more military information to the course because of differences in BT training at their installations or the teachers' military knowledge as a result of military service. For example, at Fort Knox some teachers also cover the 45 caliber pistol--since the M16A1 is less important for tank crews--as well as some map reading and terrain features.

Selection Procedures

The procedures that an Education Center uses for identifying eligible soldiers for BSEP ESL are partially determined by the installation's inprocessing system for new recruits and whether or not there is a separate BSEP or ESL company. For example, at installations that have central reception stations like Forts Bliss, Benning, Dix, Knox, and Sill, potential ESL students are identified by Education Center staff at the reception stations.

Several methods are usually used for preliminary identification. Soldiers who score below 19 on the SelectABLE are interviewed by an Education Center counselor to determine if they are non-native English speakers. In addition, soldiers may be interviewed by a test administrator from the Education Center or by military personnel responsible for inprocessing to identify those who have difficulty speaking English. Education Center staff also review the list of incoming soldiers for Hispanic names. Those who are identified in this initial process are then

either given the ECLT at the reception center by a test administrator or are sent to the Education Center for testing. Soldiers who score below 70 on the ECLT are transferred to the BSEP or ESL company and enrolled in the ESL program.

Fort Jackson does not have a reception station or BSEP Company. New recruits are assigned to training units upon arrival at the post, and inprocessing takes place in the unit. The BSEP I coordinator calls the units that are filling and reminds the commander to send soldiers who appear to speak English as a second language to the Education Center for ECLT testing. Fort Leonard Wood conducts limited inprocessing at the reception station and, like Fort Jackson, does not have a BSEP or ESL company. Also, as at Fort Jackson, potential ESL students are identified by military personnel in the training units and referred to the Education Center for ECLT testing.

The review of names, interviewing, and testing at the reception stations serve to identify most of the soldiers who are in need of ESL training. However, a few of the BSEP I coordinators believe that perhaps up to one-fifth of the eligible soldiers are not being identified at the reception station. In these cases, identification takes place once a soldier is assigned to a unit and is taking BT.

There are also cases in which students are eligible for ESL but do not enroll in the program. The largest number of non-enrollments occur among National Guard because they have the option to not enroll in ESL and their participation must be approved by the National Guard representative. Some eligible soldiers, particularly at Forts Jackson and Leonard Wood where they

are already placed in training units, are not sent to the ESL program because of the commanders' decisions. At these posts, the final determination whether or not a soldier enrolls in ESL is made by the unit commander.

Military Context

There are two procedures for housing soldiers during the ESL cycle: in a special BSEP or ESL Company and in a regular training unit. All posts, except Forts Jackson, McClellan, and Leonard Wood, house soldiers in special units during the ESL cycle and then transfer them to regular units when they complete ESL. Fort Dix has a special ESL company. After soldiers complete the ESL course, they remain with the ESL company for a seventh week and receive a few days of additional instruction in some BT activities, such as disassembling and assembling the M16A1, inspection of arms, and first aid practice. In the other BSEP companies, students usually only receive practice in PT and in drill and ceremonies.

The military and educational policies in these special companies vary from post to post. Some, such as Fort Bliss, are strongly oriented toward supporting BSEP instruction. The unit policy is to ensure that students receive BSEP instruction and arrive at classes on time. Students have daily scheduled study periods, and no details or fire guard. At other posts, the policy is less supportive of BSEP instruction. There are no scheduled study periods and students regularly have details and fire guard. At one installation, students said they were kept so busy with details that they never had time for study and sometimes were working late on the night before they took their exit ECLT and Block II Achievement Test. When interviewed

by an AIR researcher, military personnel in charge of this BSEP company explained that the BSEP company was responsible for a number of details and, when BSEP enrollment was down, there were fewer soldiers to handle these details.

At Forts Jackson and Leonard Wood, where soldiers are identified for ESL in the training unit, they remain in their unit until they complete the ESL Course. They are then reassigned to a new training company to begin BT. While in their first training unit, students usually participate minimally in BT activities. They learn to square away the barracks, have PT, and may, on weekends, participate in BT reinforcement training with the other trainees. Students say that they usually have sufficient time to study ESL lessons in the evenings and that they sometimes ask other soldiers in their barracks to show them how to use some of the equipment presented in the Pre-BT Course. However, a few soldiers said that they were kept very busy in the evenings with details.

There appear to be advantages and disadvantages to both housing systems. From the standpoint of language learning, the major disadvantage to housing BSEP ESL students together in special units is that, once out of the ESL classroom, they usually speak their native languages. During IET follow-up interviews, these soldiers said that they acquired the foundations for English in the ESL Course but that it was not until they were in a regular training unit that they practiced using English in natural situations. When students are housed in regular training units while in the ESL Course, they have more opportunities to practice English with

English-speaking soldiers. This provides immediate reinforcement for the English that they learn in classes.

Chapter 5. Program Outcomes

The general purpose of the Pre-BT ESL Course is to improve the students' trainability. For ESL soldiers, improved trainability can be a function of a number of factors (e.g., increased self-confidence, increased proficiency in English, and more knowledge about specific Army tasks). To determine whether the program seems to be achieving its purpose, we employed a variety of assessment measures including interviews, questionnaires, performance ratings, tests, and BT attrition data. The data from interviews and questionnaires are presented in Chapters 4, 6, 7, and 8. Performance rating data and BT attrition data are presented in Chapter 6. The results of the measures described in this chapter are:

- language improvement as measured by ECLT gains and
- success in the course as measured by Block II Achievement Test scores.

In addition, outcomes from the Pre-BT Course will be compared with outcomes from earlier Army ESL programs using data from AIR'S previous ESL report (Holland, et al., 1982, Volume One).

Many of the analyses of Pre-BT Course data have different sample sizes as a result of data insufficiencies. For example, analyses using ECLT scores are usually larger than analyses of Block II Achievement Test scores because some sites did not begin to administer the Block II Achievement Test

until 1983. The policy in this report is to present the largest sample size available rather than reduce all analyses to a common smaller sample size.

Summary of Findings

Outcomes from the Pre-BT ESL Course are as good or better than anticipated by DLIELC. The mean ECLT course gain of 15.0--2.5 points per week--compares very favorably with ECLT gains from other Army ESL programs. Target population students (entry ECLT 50-69) leave the course with a mean ECLT of 68.7 and do relatively well on the Block II Achievement Test, 69% scoring 80 or higher. However, students in the lower end of the target range (entry ECLT 50-54) do not do quite as well as students with higher entry ECLT scores: only 56% scoring 80 or higher on the Block II test, and their mean exit ECLT was 63.5.

English language skills of ESL recruits appear to have improved. Current students enter the program with a higher mean ECLT (43.5) than students in the previous ESL programs (ECLT approximately 38). Despite this increased language proficiency, more than half of the students entering the course are still below the target ECLT range and only 27% of the total population leave the program with ECLT scores of 70 or more.

Students in the non-target population perform worse on the Block II Achievement Test than students in the target population. Only one-third of the non-target population score 80 or higher on the Block II Achievement Test; they leave the course with a mean exit ECLT of 51.2. Exit ECLT scores for the entire population show a correlation with Block II Achievement Test scores ($r = .70$).

ECLT Data

Comparison With Other Programs

The Army's primary measure of English language performance is the ECLT (Rosenbaum, Hahn, and Holland, 1983). Data on language improvement from the Pre-BT ESL Course is based on students' pre- and post-ECLT scores during FY83 and 84. From eight installations, a sample of 1834 cases were obtained representing the majority of the BSEP I/ESL enrollments in FY83 and 84. The mean ECLT gain for the 1834 students is 14.6.

To compare Pre-BT ESL Course gains with gains from other Army ESL programs, students who entered the course with ECLT scores of 70 or more were excluded. The adjusted sample (N=1762) achieved an ECLT gain of 15.0 points or 2.5 points per week. Students enter the program with a mean entry ECLT score of 43.5 and leave with a mean of 58.5. Overall gains in the Pre-BT ESL Course compare favorably with gains from the previous BSEP I/ESL program (2.0 points per week) and other Army ESL programs (see Table 5-1).³ All program gains exceed the ECLT gain of 0.5 points per week demonstrated by control students who entered the Army with the six-month DLIELC group and were retested nine months later.

Table 5-1

ECLT Gains in Different ESL Programs

Program	<u>N</u>	Points/week	Average program point gain
6 month DLIELC	185	1.3 *	31
3 month DLIELC	148	1.9	23
previous 6 week	2824	2.0	12
new Pre-BT 6 week	1762	2.5	15
9 month control	50	0.5	18

* Underestimate due to test ceiling effect.

Entry ECLT Scores Have Risen

One of the concerns expressed during the development of the Pre-BT ESL Course was that only about one-fourth of the students who were then in the ESL program fell within the target ECLT range. Our data suggest that the English language skills of ESL recruits have improved because current ESL students enter the Army with greater proficiency in English than those in the previous program. The mean adjusted entry ECLT score for the Pre-BT Course is about 44, the mean entry ECLT score for soldiers in the previous BSEP I/ESL program is about 38 (see Table 5-2).

Table 5-2

Mean Entry ECLT Scores Between FY79-84

Fiscal year	Mean entry ECLT	<u>N</u> *
1979	37.8	903
1980	37.8	1097
1981	38.6	824
1983	43.0	1160
1984	44.6	580

* Sample sizes reflect the majority of enrollments during these fiscal years. FY79-81 data are based on TRADOC data tapes supplied to AIR. Data for FY83 and 84 were obtained by AIR from sites. Data were not available for FY82.

During 1983, staff received reports from education centers that enrollments were down. One factor related to the drop in enrollment is the increase in the entry ECLT scores. Table 5-3 shows that the increase in the mean entry ECLT score is accounted for by the decrease in the percent of student population at the lower ECLT ranges (0-29, 30-39). Before FY83, 34% of the students entered the program in the 0-29 ECLT range; now only 18% of the entering students are in the 0-29 range. We assume that the upward shift in ECLT scores continues above 69 and that a greater proportion of the Army's non-native English speaking population are not eligible for BSEP ESL. However, even with the improvement in English proficiency, more than half of the ESL students still enter the program with ECLT scores below the target ECLT range.

Table 5-3

Distribution of Entry ECLT Scores Between FY79-84

Fiscal year	Entry ECLT scores					Total <u>N</u>
	0-29	30-39	40-49	50-59	60-69	
1979-80	34%	25%	17%	12%	12%	1847
1981	34%	25%	15%	13%	13%	1034
1983	19	24%	18%	20%	19%	1160
1984	17%	18%	20%	23%	22%	580

Entry and Exit ECLT Scores for Pre-BT ESL Program

Target population students (N=733) enter the program with a mean ECLT of 59.4 and leave the program with a mean score of 68.7. Non-target population students (N=1029) enter the program with a mean ECLT of 32.1 and leave with a mean score of 51.2. The larger ECLT gains made by the non-target population are probably due to the regression effect which will be discussed in the next section.

The distribution of students' entry and exit scores by ECLT ranges is presented in Table 5-4. More than half of the students enter the program with ECLT scores below 50. Twenty-seven percent leave the program with ECLT scores of 70 or higher, 53% exit with ECLT scores of 60 or higher.

Table 5-4

Distribution of Entry/Exit ECLT Scores
by ECLT Ranges (FY83 and 84)

Test	ECLT ranges						Total <u>N</u>
	0-29	30-39	40-49	50-59	60-69	>69	
Entry ECLT	18%	22%	18%	21%	21%	--	1762
Exit ECLT	3%	9%	15%	20%	26%	27%	1762

Another way of examining the language gains soldiers achieved during the program is to ask, What are the mean exit ECLT scores for soldiers who enter at the various ECLT ranges? Table 5-5 shows that only soldiers entering the program with ECLT scores at 60 or higher are likely to exit above 70.

Table 5-5

Mean Exit ECLT Scores by Entry ECLT Range

Entry ECLT range	Mean exit ECLT	% of population	<u>n</u>
0-29	44.0	18%	314
30-39	51.0	22%	389
40-49	58.4	18%	326
50-54	63.6	10%	182
55-59	66.9	11%	186
60-64	70.5	11%	186
65-69	73.8	10%	179

Questions about the distribution and meaning of ECLT scores in the range between 50 and 70 have been central issues in ESL policy for several years. "Is 50 or 55 an appropriate minimal ECLT for the Pre-BT Course?" "How many ESL soldiers enter the Army with ECLT scores below 55?" "What is a sufficient level of English for BT instruction--55, 60, 65 or 70 ECLT?" Table 5-5 shows that soldiers entering the program at the bottom of the target range (50-54 ECLT) fall several points short of the program goal of 70 and that 68% of the total population enter the program with ECLT scores below 55. BT attrition data and sergeants' performance rating data relevant to the meanings of these scores are reviewed in Chapter 6.

Pre-BT Language Gains

Computed language gains, as measured by the ECLT, seem to differ across entry ECLT ranges. As shown in Table 5-6, students in the lower entry ranges make greater ECLT gains than do those in the higher entry ranges.

Table 5-6

Mean ECLT Gains by Entry ECLT Range

Entry ECLT range	Mean ECLT gain	<u>n</u>
0-29	27.1	314
30-39	16.9	389
40-49	14.1	326
50-59	10.8	368
60-69	7.7	365

$$\frac{F}{p} (4,1757) = 113.3$$
$$p < .0001$$

The distribution of high gains on the low entry ranges and low gains on the high entry ranges raises the question of whether these differences are real or due to the effect of regression toward the mean. The regression effect refers to the fact that on any test, the very low scores are likely to be underestimates of the average true score while very high scores overestimate, on the average, the true score. On any re-test, with or without an intervening treatment, these groups will earn scores that are "regressed" toward the true score, e.g., the lowest group will show "gains" while the highest group will show "losses," due to the original errors of

measurement. It is not clear how much of the differences in ECLT gains are due to the regression effect, but we assume that it is responsible for at least part of these differences.

Block II Achievement Test Data

According to DLIELC, the Pre-BT ESL Course--particularly Block II--was developed for soldiers with an entry ECLT of 50 or higher. A major question in evaluating the program is, How do soldiers in the target population perform on the Block II Achievement Test? In addition, since more than half of the students enter the program with ECLT scores below 50, it is also important to examine how non-target students perform on the Block II Achievement Test. DLIELC determined that a score of 80 or more on the test indicated a successful completion of the course.

Using the DLIELC standard, more than two-thirds of the target population pass the Block II Achievement Test whereas less than one-third of the non-target population pass the test (see Table 5-7).

Table 5-7

Block II Achievement Test Scores by Entry Level ECLT

Entry ECLT levels	Block II Achievement Test scores					Total <u>n</u>
	0-49	50-69	70-79	80-89	90-100	
0-49 (non-target)	12%	30%	26%	22%	10%	863
50-69 (target)	1%	12%	18%	42%	27%	<u>593</u>
						1456

Given the DLIELC expectation that students entering the program with ECLT scores below 50 would not be successful with Block II material, it is a little surprising that nearly one-third of the non-target population pass the Block II Achievement Test. This success is, in part, explained by the exit ECLT scores. Ninety percent of the 282 non-target students that passed the Block II Achievement Test exited the program with ECLT scores of 50 or higher. Exit ECLT scores also show a correlation with the Block II Achievement Test, $r = .70$ $p < .0001$ ($N=1449$). The correlation for the entry ECLT scores and Block II test scores is lower, $r = .47$, $p < .0001$ ($N=1456$).

According to the regression equation for predicting Block II Achievement Test scores by entry ECLT scores, a minimum entry ECLT score of 56 is necessary to predict a Block II Achievement Test score of 80--standard error of estimate = 13.4. As shown in Table 5-8, the 50-54 entry ECLT range is the first level at which more than half of the students

pass the Block II Achievement Test (56%). Starting with the 55-59 entry range, 67% or more pass the Block II Achievement Test.

Table 5-8
Block II Achievement Test Scores by Entry ECLT Ranges

Entry ECLT ranges	Block II Achievement Test scores					<u>n</u>
	0-49	50-69	70-79	80-89	>89	
0-44	13%	31%	25%	21%	10%	741
45-49	5%	19%	29%	32%	15%	122
50-54	3%	16%	25%	39%	17%	150
55-59	1%	17%	5%	47%	20%	150
60-64	0%	8%	18%	44%	30%	146
65-69	2%	8%	12%	39%	39%	147
						1456

The regression equation for predicting Block II Achievement Test scores by exit ECLT scores shows that a minimum exit ECLT score of 66 is necessary to predict a Block II Achievement Test score of 80--standard error of estimate = 11.0. Seventy-seven percent of the students leaving the course with ECLT scores greater than 64 pass the Block II Achievement Test, whereas 80% of those with exit ECLT scores greater than 69 pass the test.

Chapter 6. Attrition, Performance Ratings, and Critical Scores

An important question in formulating Army ESL policy is: What is the minimal level of English proficiency necessary for successful performance at the various stages of a soldier's career, such as BT, AIT, and permanent duty? Data collected for this study as part of the follow-up of Pre-BT ESL students can be used to help answer this question. The first section of this chapter compares the characteristics of a sample of students who were discharged from the Army during BT with students who completed BT. Subsequent sections examine the relationship between drill sergeants' and supervisors' ratings of soldiers' performance and language proficiency at the BT and AIT levels. The relationship between students' Block II Achievement Test scores and supervisors' ratings is also analyzed. Throughout the chapter, we indicate the limits of these measures as reflected in the data.

The sources of the data used in this chapter are:

- BT attrition data for 582 students,
- BT follow-up questionnaires for drill sergeants completed on 156 students during the last four weeks of BT,
- AIT follow-up questionnaires for drill sergeants and supervisors on 60 students during the last four weeks of AIT,
- AIR Student Record Form data: ECLT scores and Block II Achievement Test scores, and
- AIR interviews with sergeants and trainees.

Summary of Findings

The sample of BT attrition data shows that the attrition rate is linearly related to exit ECLT scores with soldiers scoring below 30 having an attrition rate more than five times that of soldiers scoring above 69. The similarity in attrition rates for soldiers scoring above 50 suggests that a 50 ECLT is the most critical ECLT level for minimizing attrition.

Sergeants' ratings of soldiers' performance on 14 BT activities show a relationship between performance ratings and exit ECLT scores, though the relationship is not as strong as that shown for attrition rates. Higher activity ratings tend to correlate with higher exit ECLT scores; soldiers with exit ECLT scores below 60 are nearly three times as likely to be placed at a rating level of not as well as most or even lower, than are soldiers with exit ECLT scores at 60 or more. Soldiers with exit ECLT scores below 60 are also nearly three times as likely to be rated as having less than adequate language ability.

While correlations between Block II Achievement Test scores and sergeants' performance ratings are weaker than correlations between ECLT scores and performance ratings, the BT and AIT data show a tendency for higher Block II Achievement Test scores to be related to higher performance ratings. Soldiers with Block II Achievement Test scores below 70 are at least twice as likely to be given an average rating level of not as well as most or lower. These data indicate that the standard of 80 for the Block II Achievement Test is set at a sufficiently high level.

Data on BT Attrition

Education Centers were asked to provide AIR with information on whether each student completed BT or was discharged from BT. The sources for these data are TRADOC Form 488-R and AIR Student Record Forms. Most sites, however, do not routinely receive this information from the BT units and must make special efforts to obtain it. One site did not provide any data on attrition and most of the other sites provided attrition data on only part of their student enrollment. Consequently, we were only able to obtain attrition data on 660 students, 109 (17%) of whom were discharged. Since this sample is not necessarily a representative sample, the 17% attrition rate may, at best, be an approximate indicator of attrition for the overall student population.

The sample, however, can be used to provide information about the characteristics of students who are discharged from BT. With regard to the ECLT and Block II Achievement Test, trainees who are discharged from the Army perform worse than those who complete BT. As shown in Table 6-1, discharged trainees have lower entry ECLT scores, lower exit ECLT scores, smaller ECLT gains, and lower Block II Achievement Test scores.

Table 6-1

Comparison of Mean Test Scores of Students Who Completed BT
with Those Who were Discharged from BT

Attrition category	Entry ECLT	Exit ECLT	ECLT gain	Block II Test
Completed BT (<u>n</u>)	42.9 (505)	57.6 (507)	14.8 (505)	75.3 (406)
Discharged from BT (<u>n</u>)	37.4 (78)	46.3 (75)	9.8 (75)	59.7 (44)

Entry ECLT: $F(1,581) = 8.05, p < .0047$

Exit ECLT: $F(1,580) = 32.18, p < .0001$

ECLT Gain: $F(1,578) = 9.39, p < .0023$

Block II Test: $F(1,448) = 43.38, p < .0001$

The attrition rate is linearly related to exit ECLT scores with soldiers scoring below 30 having an attrition rate more than five times that of soldiers scoring above 69 as shown in Table 6-2. ECLT levels above 50 show smaller differential attrition rates indicating that, at these levels, language proficiency--as measured by the ECLT--is not as important a differentiating factor in attrition. The exception to this trend is a sample of 25 ESL students who entered the course with ECLT scores above 69 and are not included in Tables 6-1 and 6-2. Eight of these 25 soldiers (32%) were subsequently discharged. Soldiers with entry ECLT scores greater than 69 are usually placed in the Pre-BT ESL Course only at the request of their commanders. The high attrition rate of these 25 soldiers suggests

that they were having problems, possibly in areas other than English, that prompted the command request and contributed to their subsequent attrition.

Table 6-2

Comparison of Distribution of Students Who Completed BT with Those Who Were Discharged from BT According to ECLT Ranges

Population	Exit ECLT score						<u>n</u>
	0-29	30-39	40-49	50-59	60-69	>69	
Completed BT	64%	75%	84%	91%	92%	93%	507
Discharged from BT	36%	25%	16%	9%	8%	7%	75
<u>n</u>	36	63	95	123	119	146	582
<u>r</u> = .22, <u>p</u> < .001							

Performance and Language Ratings

The BT and AIT follow-up questionnaires asked sergeants to rate trainees' relative performance on various training tasks or activities and trainees' overall language proficiency. The relevant BT data are presented first.

Basic Training

Rating military knowledge and performance. Sergeants were asked to rate ESL students' performance on 14 BT activities that involved language by comparing their performance with all other soldiers. The activities were taken from the Program of Instruction for BT, and the descriptions of the

activities were pilot tested with drill sergeants at Fort Dix to insure that they were understandable and relevant. The rating system was a four-point scale with the values of better than most, as well as most soldiers, not as well as most soldiers but gets by, and performs inadequately. For all 14 activities, more than half of the students were rated as well as most or better and only a very small percent were rated as inadequately, as shown in Table 6-3.

Overall, the rating distributions for the 14 activities present quite similar patterns, though there are small differences in performance between some activities. The most divergent cases are the activities responds correctly to questions and reads markers. For the first activity, 37% of the soldiers were rated at not as well as most or worse, but only 11% received the same rating for the second activity. Two sets of correlations were conducted to determine the degree of similarity between the activity ratings. First, ratings were given numerical or score values by assigning a value of one through four to the activity ratings: the value of one was assigned to performs inadequately, two was assigned to not as well as most, etc. Then the 14 activity ratings were correlated with each other yielding 91 statistically significant separate correlations between .51-.81. For the second set of correlations, each activity rating was correlated with the average of all 14 ratings for each soldier yielding a correlation range of .78-.86 as shown in Table 6-4.

The strong correlations for the 14 activity ratings justify using the average ratings as a single performance rating for each soldier. The following procedure was used to relate the qualitative labels of the

Table 6-3

Distribution of Sergeants' Ratings of Soldiers' Performance
for BT Activities

Activity	Rated level of performance			
	Better than most	As well as most	Not as well as most	Performs inadequately
Reacts correctly to oral command (<u>n</u>)	17% (29)	54% (95)	24% (42)	5% (9)
Responds correctly to questions (<u>n</u>)	11% (19)	52% (90)	30% (52)	7% (13)
Asks necessary questions (<u>n</u>)	16% (28)	46% (80)	36% (62)	2% (4)
Alerts personnel or reports problems (<u>n</u>)	15% (26)	61% (106)	23% (41)	1% (2)
Uses challenge and password (<u>n</u>)	17% (30)	57% (100)	23% (40)	3% (5)
Summons commander of relief (<u>n</u>)	14% (24)	64% (110)	20% (35)	2% (4)
Names ranks & parts of equipment (<u>n</u>)	23% (40)	52% (92)	24% (42)	1% (1)
Transmits/receives radio messages (<u>n</u>)	14% (25)	45% (79)	37% (65)	4% (6)
Reports to an officer/NCO (<u>n</u>)	20% (35)	57% (100)	21% (37)	2% (3)
Reads authorization/ permits entry (<u>n</u>)	15% (26)	62% (104)	21% (36)	1% (2)
Reads SOP for inspections (<u>n</u>)	16% (26)	61% (103)	21% (36)	2% (4)
Reads markers (<u>n</u>)	22% (38)	67% (115)	11% (19)	0% (0)
Names terrain/ finds location (<u>n</u>)	16% (28)	66% (111)	18% (30)	0% (0)
Marks equipment (<u>n</u>)	21% (36)	66% (115)	12% (21)	1% (1)

Table 6-4

Correlation of Soldiers' Rating for Each Activity
with Soldiers' Sum of Ratings for All Activities

Activity	Correlation with sum of all activities
Reacts correctly to oral command	.78
Responds correctly to questions	.79
Asks necessary questions	.80
Alerts personnel or reports problems	.80
Uses challenge and password	.86
Summons commander of relief	.83
Names ranks & parts of equipment	.84
Transmits/receives radio messages	.85
Reports to an officer/NCO	.80
Reads authorization/permits entry	.83
Reads SOP for inspections	.80
Reads markers	.77
Names terrain/finds location	.79
Marks equipment	.81

original rating categories to the continuum of average ratings. Soldiers were assigned to a rating category if their average score was within the value of a rating category and the mid-point value between that rating category and the next highest category. For example, soldiers were assigned the rating category performs inadequately if their mean score was 1.0-1.4. Soldiers with average scores between 1.5-1.9 were assigned an intermediate category labeled low not as well as most. The result of this procedure is a system that segments the numerical continuum into seven categories or levels. Four levels utilize the labels of the original four rankings, and three levels serve as intermediate levels. Listed below are the ranges of average scores and their corresponding categories:

- 1.0-1.4 performs inadequately
- 1.5-1.9 intermediate - low not as well as most
- 2.0-2.4 not as well as most but gets by
- 2.5-2.9 intermediate - low as well as most
- 3.0-3.4 as well as most soldiers
- 3.5-3.9 intermediate - low better than most
- 4.0 better than most

Using this system of rating levels, most soldiers are assigned to the as well as most or low as well as most level as shown Table 6-5.

Table 6-5

Distribution of Soldiers' Summed Rating Scores
According to Rating Levels

	Rating level						
	Per- forms inade- quately	Inter- mediate	Not as well as most	Inter- mediate	As well as most	Inter- mediate	Better than most
%	0%	3%	17%	33%	32%	8%	7%
<u>n</u>	0	5	27	51	50	12	11

Analyses of soldiers' performance ratings for BT activities by soldiers' exit ECLT scores indicate a tendency for soldiers receiving higher ratings to also have higher ECLT scores. Sergeants' ratings of soldiers' performance on the 14 separate activities show a weak correlation with soldiers' exit ECLT scores ($r = .20-.29$). The correlation for each soldier's summed rating score and exit ECLT score is $r = .30$. The distribution of soldiers rated at the level of not as well as most or lower by exit ECLT is not as linear as the relation between attrition and ECLT scores (see Table 6-6). Two factors that may be affecting these data are (1) the size of the sample below 50 ECLT is small, (2) the BT performance ratings may be less directly related to language proficiency as measured by the ECLT. During interviews with AIR researchers, sergeants often state that a soldier's attitude and motivation are major factors in completing training.

Table 6-6

Distribution of Soldiers Rated as Performing Not as Well as Most or Lower According to Exit ECLT Scores

Rating	Exit ECLT						<u>n</u>
	0-29	30-39	49-49	50-59	60-69	>69	
Soldiers rated better than <u>not as well as most</u>	67%	50%	79%	69%	89%	90%	124
Soldiers rated <u>not as well as most or lower</u>	33%	50%	21%	31%	11%	10%	32
<u>n</u>	9	12	19	32	36	48	156

Soldiers with exit ECLT scores below 60 are nearly three times as likely to be placed at a rating level of not as well as most or lower than are soldiers with higher exit ECLT scores as shown in Table 6-7.

Table 6-7

Distribution of Soldiers Rated as Performing Not as Well as Most or Lower Using 60 ECLT as Criterion

Exit ECLT score	<u>n</u>	% performing <u>not as well as most or lower</u>
Below 60	72	32%
60 or more	84	11%

Some of the BT activities also showed a weak tendency for sergeants'

ratings to relate to Block II Achievement Test scores; the 14 correlations range from $r = .01-.22$. The correlation between soldiers' summed rating scores and Block II Achievement Test scores is $r = .18$. As shown in Table 6-8, there is a tendency for soldiers with lower Block II Achievement Test scores to be more often rated as performing not as well as most or lower.

Table 6-8

Comparison of Soldiers Rated Not as Well as Most or Lower with Soldiers Receiving Better Ratings According to Block II Achievement Test Scores

Rating	Block II Achievement Test					<u>n</u>
	0-49	50-69	70-79	80-89	90-100	
Soldiers rated better than <u>not as well as most</u>	62%	67%	81%	85%	79%	124
Soldiers rated <u>not as well as most</u> or lower	38%	33%	19%	14%	21%	32
<u>n</u>	16	21	37	57	33	156

Soldiers with Block II Achievement Test scores below 70 are twice as likely to be rated at a not as well as most or lower level than soldiers with higher Block II Achievement Test scores as shown in Table 6-9.

Table 6-9

Distribution of Soldiers in Not as Well as Most or Lower Group
by Score of 70 on the Block II Achievement Test

Block II Achievement Test Score	<u>n</u>	% performing <u>not as well as</u> <u>most or lower</u>
Below 70	37	35%
70 or more	127	17%

Summarizing at this point, exit ECLT scores seem to be somewhat better indicators of sergeants ratings of BT performance than Block II Achievement Test scores. The largest overall decrease in the percent of soldiers receiving not as well as most or lower ratings occurs at 60 ECLT and 70 on the Block II Achievement Test. The standard of 80 set by DLIELC for the Block II Achievement Test seems sufficiently high. According to these data, a higher standard would not result in soldiers with higher performance ratings for the 14 activities surveyed in this study.

Ratings of language ability. Sergeants rated the language skills or language abilities (i.e., understanding, speaking, reading, and writing) of 176 trainees on a four-point scale. As shown in Table 6-10, most students were rated as adequately or well and only a small percent were rated as poorly on any of these abilities.

Table 6-10

Sergeants' Ratings of Students' Language Ability

Ability to:	Rated level of language ability			
	Very well	Well	Adequately	Poorly
Understand spoken English (<u>n</u>)	23% (41)	32% (56)	35% (61)	10% (18)
Speak English (<u>n</u>)	14% (25)	31% (54)	41% (72)	14% (25)
Read English (<u>n</u>)	19% (33)	41% (70)	35% (61)	5% (8)
Write English (<u>n</u>)	16% (27)	37% (61)	40% (65)	7% (11)

Though three times as many students are rated poorly for speaking English as for reading English, the overall rating patterns are similar. Correlated with each other, the four ratings yield six correlations ranging from .64-.82. The correlation of each language ability rating with the sum of the four ability ratings yields four correlations ranging from .87-.89.

Rating correlations for the four language abilities are strong enough to combine these four ratings. Using a procedure similar to the one used for combining BT activity ratings, the language ability ratings for each soldier were averaged to produce a composite score. The continuum was segmented into seven levels:

1.0-1.4 poor

1.5-1.7 intermediate - less than adequate

2.0-2.4 adequate
 2.5-2.9 intermediate - less than well
 3.0-3.4 well
 3.5-3.9 intermediate - less than very well
 4.0 very well

Most soldiers were assigned within the adequate to well range of ability levels as shown in Table 6-11.

Table 6-11

Distribution of Soldiers' Summed Ratings According to Rating Levels

	Rating level					
	Poor	Less than adequate	Adequate	Less than well	Well	Less than very well Very well
%	3%	13%	24%	18%	26%	4% 12%
<u>n</u>	5	20	37	28	40	6 18

Sergeants' ratings of soldiers' language ability and soldiers' exit ECLT scores show statistically significant correlations: Understanding $r = .37$, Speaking $r = .33$, Reading $r = .25$, Writing $r = .27$. The correlation between soldiers' summed language ability ratings and exit ECLT scores is .37. Soldiers with lower exit ECLT scores are more likely to receive less than adequate language ability ratings as shown in Table 6-12. The inconsistent pattern in the data at the 40-59 ECLT ranges also occurs with sergeants' ratings of BT activity performance as previously shown in Table

6-7. This inconsistency may be an idiosyncrasy of this particular set of data.

Table 6-12

Distribution of Soldiers Rated Less Than Adequate and Adequate or Better According to Exit ECLT Scores

Rating	Exit ECLT						<u>n</u>
	0-29	30-39	40-49	50-59	60-69	>69	
Adequate or better language rating	71%	70%	84%	71%	89%	92%	129
Less than adequate rating	29%	30%	16%	29%	11%	8%	25
<u>n</u>	7	10	19	31	37	50	154

Soldiers with exit ECLT scores below 60 are nearly three times as likely to be rated at a less than adequate language ability level than are soldiers with exit ECLT scores at 60 or more as shown in Table 6-13.

Table 6-13

Distribution of Soldiers Rated as Less Than Adequate in Language Ability by ECLT Score of 60

Exit ECLT score	<u>n</u>	% rated less than <u>adequate</u> language ability
Below 60	67	25%
60 or more	87	9%

Advanced Individual Training

The size of the follow-up sample at the AIT level is much smaller than the BT level sample. The analysis presented in this section includes only 50 soldiers. Because of the smaller sample, the findings are more tenuous, and the data warrant a less detailed presentation.

Rating military knowledge and performance. AIT sergeants and supervisors rated ESL students on their performance in 18 activities which involved language by comparing them with all other soldiers (see Questionnaire J in Appendix B). The rating system was the same four-point scale used in the BT follow-up. Here, as in BT, over half of the soldiers were rated as well as most or better and very few were rated as performs inadequately.

The rating distributions for the 18 activities showed similar patterns. However, data for only 17 activities will be presented because some sergeants did not provide ratings for one of the activities--writes short paragraphs. Including this activity in the analysis would have further reduced the sample size. The correlations between ratings for 136 activity pairs were all statistically significant and range from $r = .43-.94$. The correlations of the 17 individual activities with the sum of ratings for all activities ranged from $r = .76-.89$. Averaged AIT performance ratings were divided into seven levels:

- 1.0-1.4 performs inadequately
- 1.5-1.9 intermediate - lower than not as well as most soldiers
- 2.0-2.4 not as well as most soldiers

- 2.5-2.9 intermediate - lower than as well as most
- 3.0-3.4 as well as most
- 3.5-3.9 intermediate - lower than better than most
- 4.0 better than most

Approximately two-thirds of the soldiers were assigned to the as well as most level or next higher level as shown in Table 6-14.

Table 6-14 .

Distribution of Soldiers' Summed Ratings According to Rating Levels

	Performs inadequately	Intermediate	Not as well as most	Intermediate	As well as most	Intermediate	Better than most
%	2%	3%	14%	14%	46%	21%	0%
<u>n</u>	1	2	8	8	27	12	0

Several of the activity ratings show a moderate correlation with soldiers' exit ECLT scores. The range of correlations for the 17 activities is $r = .19-.57$; the correlation between summed activity ratings and ECLT scores is $r = .44$. Overall, the AIT performance ratings show a slightly stronger correlation with ECLT scores than did the BT performance ratings. However, the relationship between soldiers rated not as well as most or lower and exit ECLT scores is not completely linear as shown in Table 6-15.

Table 6-15

Comparison of Soldiers Rated Not as Well as Most or Lower With
Soldiers Receiving Better Ratings According to Exit ECLT Scores

Rating	Exit ECLT						<u>n</u>
	0-29	30-39	40-49	50-59	60-69	>69	
<u>Soldiers rated better than not as well as most</u>	0%	40%	57%	92%	84%	91%	47
<u>Soldiers rated not as well as most or lower</u>	0%	60%	43%	8%	18%	9%	11
<u>n</u>	0	5	7	12	11	23	58

Soldiers' averaged performance rating also related to Block II Achievement Test scores ($r = .33$). As shown in Table 6-16, soldiers with Block II Achievement Test scores above 69 are less likely to be rated not as well as most or lower.

Table 6-16

Comparison of Soldiers Rated Not as Well as Most or Lower With
Soldiers Receiving Better Ratings According to Block II Achievement
Test Scores

Rating	Block II Achievement Test					<u>n</u>
	0-49	50-69	70-79	80-89	>89	
<u>Soldiers rated higher than not as well as most</u>	60%	53%	92%	93%	100%	47
<u>Soldiers rated not as well as most or lower</u>	40%	47%	8%	7%	0%	11
<u>n</u>	5	15	12	14	12	58

Chapter 7. Student Characteristics and Program Effects

This chapter takes a close look at the students who attended the pre-BT ESL program at seven of the TRADOC installations. Students at Fort McClellan are not included. Focusing on the key demographic features, the chapter studies the relationship between these features or characteristics and students' progress in the ESL course. Students' characteristics examined include:

- place of birth and native language,
- educational background,
- exposure to English before joining the Army,
- formal instruction in English before joining the Army, and
- military component.

To study these characteristics, the following sources are used:

- AIR Student Questionnaires completed by 842 students during their last week in the Pre-BT ESL program at seven of the sites visited by AIR from September 1982 to May 1984,
- AIR Student Record Forms,
- students' ECLT entry, exit, and gain scores,
- students' Block II Achievement Test scores,

- demographic information from TRADOC form 488-R, and
- TRADOC data from 1979 to 1982.

Summary of Findings

ESL students in general have a higher level of educational attainment than does the entire population of BSEP students. A relatively large proportion of the ESL students graduated from high school, and a sizeable group graduated from a two- or four-year college. All ESL students studied English in elementary or high school. Students who had graduated from high school in the United States or lived in the United States tended to have higher entry and exit ECLT scores compared with students who had not lived in an English-speaking country. Students with more formal education tended to have higher entry ECLT scores and higher Block II Achievement Test scores.

Language Groups

Students who participated in the Pre-BT ESL program completed questionnaires during their last week of ESL classes. Included in the questionnaire were questions about their country of birth and native language. Table 7-1 shows the distribution of students according to a native language/place of birth variable. Students who reported Spanish as their native language were divided into three categories. Those who were born in Puerto Rico were identified as Spanish/Puerto Rico. Spanish speakers who said they were born in the United States but spoke Spanish as their native language were listed as Spanish/U.S. Data from other

questionnaires and informal interviews suggest that many of the students who said they were Spanish speaking and were born in the United States did not live in the United States all of their lives. Some may have lived much of their lives in Spanish-speaking countries, then returned to the United States for high school or shortly before enlisting in the Army. Soldiers who said they were from Spanish-speaking countries other than Puerto Rico were identified as Spanish/Other. These included students from Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Nicaragua, Panama, Peru, and Spain. Soldiers identified as Korean were those who reported that they were born in Korea. Soldiers listed in the Other category included those born in Canada, China, Greece, India, Indonesia, Hong Kong, Japan, Laos, the Philippines, Portugal, Thailand, the United States, Vietnam, and Western Samoa.

Most of the soldiers who completed questionnaires reported that Spanish was their native language (89%) (see Table 7-1). Four percent of the soldiers said that Korean was their native language, and the remaining 6.5% included speakers of other languages. The majority of the soldiers in the ESL programs were Spanish speakers from Puerto Rico (72.9%). The second largest group of Spanish speakers said they were born in the United States (8.9%). The third largest group of Spanish speakers was representative of other Spanish-speaking countries (7.2%). Translating these statistics to the enrollments in each ESL classroom, it can be estimated that between 13 and 14 students in each class of 15 students were Spanish speakers.

What relationship does native language have to ECLT entry, exit, and gain scores? And what is the relationship of this variable to soldiers'

Table 7-1

Distribution of ESL Students by
Native Language/Place of Birth

Language/Birthplace	<u>n</u>	%
Spanish/Puerto Rico*	614	72.9
Spanish/U.S.**	75	8.9
Spanish/Other***	61	7.2
Korean	37	4.4
Other*****	55	6.5

*Includes only those soldiers who were born in Puerto Rico.

**Includes soldiers who were born in the U.S. and said they spoke Spanish as their native language. They may not have grown up in the U.S. nor received their education in the U.S.

***Includes soldiers born in Colombia, Costa Rica, the Dominican Republic, El Salvador, Ecuador, Mexico, Honduras, Nicaragua, Panama, Peru, and Spain.

****Includes soldiers born in Canada, China, Greece, India, Hong Kong, Indonesia, Japan, Laos, the Philippines, Portugal, Thailand, the U.S., Viet Nam, and Western Samoa.

Block II Achievement Test scores? Table 7-2 shows the mean entry and exit ECLT scores and Block II scores of students according to their native language. Differences in entry and exit ECLT scores between groups based on students' native language were statistically significant. Spanish speakers had lower mean entry and exit scores than the other groups. Puerto Ricans, the largest group represented in the Pre-BT ESL program, had the lowest mean entry ECLT scores of 40.3. Non-Spanish speakers, who make up only 11% of those in the Pre-BT ESL program, were the only group with mean entry ECLT scores falling in the target population.

According to Table 7-2, there were differences in students' exit ECLT scores based on their native language. Although Puerto Ricans had the largest mean ECLT gain score of 15.4 points, they had the lowest mean exit ECLT score of 55.7, well below the goal of 70 ECLT. Koreans and others had the highest mean exit ECLT score of 63.9 and 70.7 respectively. As noted in Chapter 5, the low entry ECLT, high ECLT gain effect is generally characteristic of the overall population. Mean Block II scores do not differ significantly between language groups. Puerto Ricans have the lowest mean Block II score of 72.7.

Tables 7-3 and 7-4 show ECLT entry and exit scores categorized in intervals according to students' native language. This distribution points out that, whereas Puerto Ricans make up 72.9% of the entire population in the Pre-BT ESL course, only 31.5% of the Puerto Rican students are in the target population.

Table 7-2

Mean ECLT Entry, Exit, and Gain Scores and Block II
Achievement Test Scores by Native Language

Native Language	<u>n</u>	Entry ECLT	Exit ECLT	ECLT gain	<u>n</u>	Block II
Spanish/Puerto Rico	465	40.3	55.7	15.4	513	72.7
Spanish/U.S.	53	48.6	61.2	12.6	65	76.7
Spanish/Other	39	49.1	63.0	13.9	47	74.4
Korean	27	52.6	63.9	11.3	29	77.1
Other	40	56.8	70.7	13.9	41	76.6
Total (<u>n</u>)	(624)				(695)	

Entry ECLT: $F(4,619) = 18.52, p < .0001$

Exit ECLT: $F(4,619) = 11.51, p < .0001$

ECLT Gain: $F(4,619) = 1.19, p < .3134$

Block II: $F(4,690) = 1.07, p < .3698$

Table 7-3

Distribution of Entry ECLT Scores
by Students' Native Language

Native language	Entry ECLT scores					<u>n</u>
	0-29	30-39	40-49	50-59	60-69	
Spanish/ Puerto Rico (<u>n</u>)	24.8% (116)	24.6% (115)	19.1% (89)	16.3% (76)	15.2% (71)	467
Spanish/U.S. (<u>n</u>)	7.4% (4)	16.7% (9)	29.6% (16)	18.5% (10)	27.6% (15)	54
Spanish/ Other (<u>n</u>)	5.1% (2)	20.5% (8)	15.4% (6)	38.5% (15)	20.5% (8)	39
Korean (<u>n</u>)	0% (0)	14.8% (4)	18.5% (5)	37.0% (10)	29.7% (8)	27
Other (<u>n</u>)	5.0% (2)	2.5% (1)	7.5% (3)	37.5% (15)	47.5% (19)	40

Chi Square (16, N = 627) = 84.271, p < .0001

Table 7-4

Distribution of Exit ECLT Scores
by Students' Native Language

Native Language	Exit ECLT scores						<u>n</u>
	0-29	30-39	40-49	50-59	60-69	>70	
Spanish/ Puerto Rico (<u>n</u>)	6.2% (29)	10.3% (48)	18.0% (84)	22.5% (105)	21.4% (100)	21.6% (101)	467
Spanish/ U.S. (<u>n</u>)	1.8% (1)	7.4% (4)	13.0% (7)	16.7% (9)	27.8% (15)	33.3% (18)	54
Spanish/ Other (<u>n</u>)	0% (0)	10.3% (4)	5.1% (2)	15.4% (6)	46.1% (18)	23.1% (9)	39
Korean (<u>n</u>)	0% (0)	0% (0)	11.1% (3)	14.9% (4)	37.0% (10)	37.0% (10)	27
Other (<u>n</u>)	0% (0)	2.5% (1)	5.0% (2)	12.5% (5)	25.0% (10)	55.0% (22)	40

Chi Square (20, N = 627) = 55.164, p < .0001

What percent of each group achieve exit ECLT scores of 70 or above? Table 7-4 shows that a little over one-fifth of the Puerto Ricans reach a score of 70. However, more than one-third of the Koreans and more than one-half of the other group reach 70. If exit scores in the 60 and above range are considered, somewhat less than one-half of the Puerto Ricans are in this category. However, almost three-quarters of the Koreans and slightly more of the other group exit the course with ECLT scores above 60.

Education

Soldiers were asked to respond to questions on the student questionnaire about their educational backgrounds. Their responses indicate that they generally were a well educated group. As shown in Table 7-5, at least three-fourths graduated from high school, and one-quarter graduated from two- or four-year colleges.

Table 7-5

Percent of Enrollees Graduating from Educational Institutions

Educational Institution*	% Graduated (N = 783)
High school (n)	75 (588)
Vocational school (n)	14 (113)
Two year college (n)	13 (98)
Four year college (n)	12 (93)

*Categories not mutually exclusive

A high degree of educational attainment among ESL students was also reported by TRADOC for FY79-81 which contrasts markedly with that reported in TRADOC data for BSEP literacy students. TRADOC data, presented in Table 7-6, indicate that only 47.8% of BSEP literacy students attending programs during FY79-81 had graduated from high school.

Table 7-6

Percent of ESL and BSEP Enrollees Attaining
High School Education (Source: TRADOC)*

Minimum education level	Enrollees	
	ESL	BSEP
High school	75.1% (2106/2804)	47.8% (7476/15642)

*TRADOC data were reported for FY79-81 and are not available for subsequent periods

The amount of education appears to be related to entry ECLT scores and to Block II Achievement Test scores. As indicated in Table 7-7, students who graduated from a four-year college tend to have higher mean entry ECLT scores than do those with less education. Education showed the strongest relationship to Block II Achievement Test scores--the higher the level of education, the higher the mean Block II score. Graduates of elementary schools had the lowest mean Block II scores (67.6), whereas graduates of four year colleges had the highest mean Block II scores (81.3). The significant relationship between the amount of education and Block II scores may be partly explained by the presumably more effective information learning and test-taking skills developed by students with increasingly more formal schooling.

In summary, what importance does educational background hold in predicting students' success in the Pre-BT ESL program? It appears that

Table 7-7

Mean ECLT Entry, Exit, and Gain Scores and Block II
Achievement Test Scores by Educational Experience

Educational level*	Entry ECLT	Exit ECLT	ECLT gain	Block II
Graduated elementary school (<u>n</u>)	42.7 (14)	57.7 (14)	15.0 (14)	67.6 (17)
Graduated high school (<u>n</u>)	42.5 (351)	57.4 (351)	14.8 (351)	72.5 (396)
Graduated 2-Year college (<u>n</u>)	43.5 (76)	60.6 (76)	17.3 (76)	75.9 (85)
Graduated 4-Year college (<u>n</u>)	47.5 (78)	61.1 (78)	13.6 (78)	81.3 (87)
Total (<u>N</u>)	(519)	(519)	(519)	(585)

Entry ECLT: $F(3,515) = 2.13, p < .0935^{**}$

Exit ECLT: $F(3,515) = 1.72, p < .1607$

ECLT Gain: $F(3,515) = 1.10, p < .3503$

Block II: $F(3,581) = 5.16, p < .0017$

*Each group is mutually exclusive.

**Result significant, given a priori directional prediction that students with more education would have higher entry ECLT scores.

formal education has a significant effect on students' entry scores. Its strongest relationship is to success on the Block II Achievement Test.

Prior Exposure to English

Knowledge of English Before Entering the Army

Soldiers identified for Pre-BT ESL classes had varying degrees of exposure to English, either through formal English classes, or contacts with English speaking people in the home or on a job, or by living in an English-speaking country. On the AIR Student Questionnaire, soldiers reported their exposure to English before joining the Army. Only 6% indicated that they knew no English before they entered the Army. More than three-quarters said they had some knowledge of English and less than one-fifth said they knew a fair amount or a lot of English (see Table 7-8).

Table 7-8

Students' Self-Report of Knowledge of English Before Joining the Army

Knowledge of English	%	<u>n</u>
Knew a lot	3%	18
Knew a fair amount	14%	74
Knew some	77%	419
Knew none	6%	36

Students appear to be able to assess the amount of English they knew before they entered the Pre-BT ESL program. Table 7-9 shows the relationship of mean ECLT entry and exit scores and mean Block II Achievement Test scores with soldiers' self reporting of their knowledge of English. Soldiers who said they knew a lot of English had a higher mean entry ECLT score than those who said they knew no English. The significant relationship between students' reported knowledge of English and their exit ECLT scores was also significant. Those who said they knew a lot had a higher mean exit ECLT score than those who said they knew no English. The relationship also existed with Block II scores. Those soldiers who said they knew a fair amount or a lot of English had higher mean scores than those who said they knew some English or none.

Where did soldiers gain their prior knowledge of English? To find out how students had learned English, they were asked, "Where did you learn the English you knew before you entered the Army?" As shown in Table 7-10, the majority said they learned the English they knew at school. About one-fifth also said they learned English by living in an English-speaking country before entering the Army. A smaller group said they had learned English at work or in their own homes.

Table 7-9

Mean ECLT Entry and Exit Scores and Block II Achievement
Test Scores by Students' Self-Report of Prior Knowledge of
English

Self-reported knowledge	Entry ECLT	Exit ECLT	Block II
Knew a lot (<u>n</u>)	56.8 (18)	68.8 (18)	77.0 (26)
Knew a fair amount (<u>n</u>)	52.4 (74)	66.1 (74)	80.0 (94)
Knew some (<u>n</u>)	41.7 (419)	56.0 (418)	73.1 (485)
Knew none (<u>n</u>)	31.4 (32)	44.2 (32)	62.4 (35)

Entry ECLT: $F(4,539) = 17.31, p < .0001$

Exit ECLT: $F(4,538) = 15.75, p < .0001$

Block II: $F(4,636) = 5.00, p < .0006$

Table 7-10

Where Students Learned English
Before Entering the Army

	%	<u>n</u> *
Learned English at school	85%	715
Learned English living in an English speaking country	19%	161
Learned English at work	14%	117
Learned English at home	14%	116
Other answer	16%	132

*Students could respond to
more than one category

English Classes

All of the soldiers enrolled in the Pre-BT ESL programs had taken English classes during elementary or high school. During interviews with soldiers in the ESL classes, AIR researchers learned about the English training the students had received during elementary or high school. Typically, they studied English for one class period daily. Usually these classes were taught by a teacher who was not a native speaker of English. The teacher generally taught the class in the students' native language, using English for drills and practice, but using the native language for the majority of the instruction. Therefore, although students report that they studied English for many years, the quality and frequency of the instruction was not sufficient to give students fluency in English. Table 7-11 shows

the number of years students reported that they studied English in elementary or high school.

Table 7-11

Years of English Classes
in Elementary and High School

	Percent of respondents				<u>n</u>
	0 - 2 years	3 - 4 years	5 - 6 years	7 - 8 years	
Elementary school	6%	16%	59%	19%	313
High school	6%	64%	30%	0%	529

There is a striking difference in the ECLT entry and exit scores for high school graduates who attended high school in the United States when compared with those who attended foreign high schools and came to the United States sometime before enlisting in the Army. Table 7-12 shows the mean ECLT entry, exit, and gain scores and Block II Achievement Test scores for the two groups. Students whose major language and educational influence was in a foreign high school entered the Pre-BT program with a mean ECLT score a full ten points below students who attended United States high schools and presumably received instruction in subjects in English and associated with native English speakers. The group who attended United States high schools had mean exit ECLT and Block II scores at or near the targeted goals.

Table 7-12

Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement
Test Scores for Graduates of U.S. or Foreign High Schools

Place of graduation	Entry ECLT	Exit ECLT	ECLT gain	Block II
Graduate of U.S. high school (<u>n</u>)	53.7 (17)	70.8 (17)	17.0 (17)	79.1 (17)
Graduate of non-U.S. high school (<u>n</u>)	43.1 (491)	58.0 (490)	14.9 (488)	74.2 (551)
Total (<u>N</u>)	(508)	(507)	(505)	(568)

Entry ECLT: $F(1,506) = 7.55, p < .0062$

Exit ECLT: $F(1,505) = 10.79, p < .0011$

ECLT Gain: $F(1,503) = 0.44, p < .5059$

Block II: $F(1,566) = 0.95, p < .3307$

Students who had attended foreign high schools exited the program with mean ECLT and Block II Achievement Test scores well below the targeted goal.

Place of Residence Before Entering the Army

On the student questionnaire, about one-third of those responding said that they had lived in the United States before they joined the Army. Table 7-13 shows the distribution of years of residence by ECLT scores. According to Table 7-13, years of residence does not have a statistically significant effect on entry or exit ECLT scores or on Block II Achievement Test scores. That is, a student could have lived in the United States for one year or 10 years and still have achieved the same entry ECLT score. According to Table 7-14, what appears to have a greater effect is whether or not the student lived in the United States at all. There is a statistically significant difference between ECLT entry, exit, and gain scores for students who resided in the United States and those who did not before enlisting in the Army. Exposure to English in a natural setting seems to make a difference in the soldiers' entering level of English proficiency.

Military Component

The percent of Regular Army (RA) soldiers enrolled in the Pre-BT ESL Course is somewhat higher than the percent of soldiers enrolled in TRADOC's previous ESL program (see Table 7-15). The percent of National Guard soldiers has decreased somewhat from the previous program.

Table 7-13

Mean ECLT Entry, Exit, and Gain Scores and Block II
Achievement Test Scores by Years of Residence in the U.S.
Before Joining the Army

Years	Entry ECLT	Exit ECLT	ECLT Gain	Block II
1 - 2 (<u>n</u>)	49.8 (87)	61.9 (87)	12.2 (87)	78.2 (104)
3 - 5 (<u>n</u>)	48.6 (60)	62.6 (60)	14.0 (60)	73.2 (74)
6 - 10 (<u>n</u>)	48.5 (31)	59.0 (31)	10.5 (31)	71.3 (39)
>10 (<u>n</u>)	50.6 (8)	71.3 (8)	20.6 (8)	76.5 (12)

Entry ECLT: $F(3,182) = 0.12, p < .9430$

Exit ECLT: $F(3,182) = 1.32, p < .2691$

ECLT Gain: $F(4,181) = 1.62, p < .1722$

Block II: $F(3,225) = 1.40, p < .2431$

Table 7-14

Mean ECLT Entry, Exit, and Gain Scores and Block II Achievement Test Scores by Place of Residence Before Joining the Army

Place of Residence	Entry ECLT	Exit ECLT	ECLT Gain	Block II
Lived in U.S. (n)	48.8 (175)	61.1 (174)	12.4 (174)	75.3 (223)
Lived outside the U.S. (n)	40.4 (371)	55.4 (371)	15.1 (369)	72.9 (418)

Entry ECLT: $F(1,544) = 36.99, p < .0001$

Exit ECLT: $F(1,543) = 15.83, p < .0001$

ECLT Gain: $F(1,541) = 5.07, p < .0247$

Block II: $F(1,639) = 1.94, p < .1644$

Table 7-15

Distribution of Soldiers Enrolled in the Pre-BT ESL
Course and in FY79-81 Courses by Military Component

	Regular Army	National Guard	Enlisted Reserve	Total <u>N</u>
AIR Pre-BT ESL sample (<u>n</u>)	78% (655)	14% (117)	8% (68)	840
TRADOC FY79-81 sample (<u>n</u>)	72% (2029)	21% (583)	7% (192)	2804

As shown in Table 7-16, there were statisically significant differences in the mean ECLT entry and gain scores as well as the Block II Achievement Test scores of these three groups in the AIR sample. Enlisted Reserve (ER) soldiers had the highest entry ECLT scores and Block II Achievement Test scores.

Table 7-16

Mean ECLT Entry, Exit, and Gain Scores and Block II
Achievement Test Scores by Students' Military Component

Component	<u>n</u>	Entry ECLT	Exit ECLT	ECLT gain	<u>n</u>	Block II
Enlisted Reserve	50	47.4	60.7	13.3	49	81.0
National Guard	77	45.8	56.8	11.0	93	73.2
Regular Army	495	42.3	57.7	15.5	52	72.9
Total (<u>N</u>)	(622)				(694)	

Entry ECLT: $F(2,619) = 3.74, p < .0242$

Exit ECLT: $F(2,619) = 0.99, p < .3714$

ECLT Gain: $F(2,619) = 4.19, p < .0155$

Block II: $F(2,691) = 3.47, p < .0316$

Chapter 8. Student Perceptions

This chapter focuses on the soldiers' perceptions of the Pre-BT ESL Course and the adequacy of their language proficiency during IET. It explores their views of their language needs and language improvement at three points: on completing the Pre-BT Course, in BT, and in AIT. Their evaluations of the curriculum, the instruction, and the course materials are presented.

The data sources used in this chapter include:

- Pre-BT Student Questionnaires completed by 833 soldiers during their final weeks in the Pre-BT ESL Course,
- BT Student Questionnaires completed by 278 soldiers during their final weeks of BT,
- AIT Student Questionnaires completed by 100 soldiers during their final weeks in AIT,
- Teacher Questionnaires completed by 32 teachers from seven posts,
- AIR Student Record Forms, and
- AIR Informal Interview Reports based on interviews with soldiers, teachers, ACES personnel, and military personnel.

Summary of Findings

Soldiers who took the Pre-BT ESL Course were pleased with the curriculum, the instruction, and course materials. Before the course, soldiers said they wanted to learn to speak and use English more than they wanted to learn information about BT. However, they tended to learn more about BT than they did about speaking and using English, according to the

reports of teachers and soldiers. Most soldiers reported that the course taught them enough English for their needs in BT and AIT. In self-ratings of their ability in reading, writing, speaking, and understanding English, soldiers rated themselves highest in their ability to read English but lowest in their ability to speak English.

Soldiers said they would have liked to have had more instruction in understanding spoken English and in speaking English. They also said they needed more time to study outside of class.

Introduction

Students completed questionnaires at different stages in their military training. The first questionnaire was completed during the final week of the Pre-BT ESL Course, before the soldiers had begun BT. During this period, soldiers were attending ESL classes six hours daily and usually received a minimal amount of military training. Soldiers completed the second questionnaire at the end of BT. At this point soldiers were able to evaluate the course's ability to prepare them for BT. The third questionnaire was completed during AIT, when soldiers were training for their MOS and could evaluate the kind of English they needed to perform well on the job. Teachers also completed a questionnaire in which they answered questions about the program and their students' progress. The data on teachers' perceptions are based on their questionnaire responses and their comments during interviews.

Each of the questionnaires asked students what they wanted to learn when they began the course and if their needs had been met for BT and AIT. The questionnaires also asked them about their actual language use, during each stage of training. Students answered questions about their language ability and their problems in using English. Finally, they evaluated the usefulness of the materials, the teaching methods, and the curriculum.

Students' Language Needs and Program Accomplishments

According to the entry ECLT data in Chapters 5 and 7, soldiers taking the Pre-BT ESL Course were not a homogeneous group with regard to proficiency in English. Data in Chapter 7 showed a significant interaction between soldiers' self-assessment of language ability and exit ECLT scores: the higher the level of self-assessment, the higher the exit ECLT score.

What Did Soldiers Want to Learn in the Course?

Approximately three-fourths of the soldiers indicated that, when they began the course, they had a preference for wanting to improve their speaking and use of English over learning about BT information (see Table 8-1). Only about one-quarter of the soldiers, however, reported that they learned more about speaking and using English than about BT. This result is understandable given that the course emphasizes acquiring BT information more than improving general English proficiency.

Table 8-1

Students' Instructional Preference and Perceived Accomplishments During Pre-BT ESL Course

Area of instruction	Skill soldier wanted to learn most (N=804)	Skill soldiers actually learned most (N=741)
Speaking and using English	77%	28%
BT information	23%	72%

Soldiers who wanted most to improve their speaking and use of English tended to have lower entry and exit ECLT scores (Table 8-2).

Table 8-2

Mean Entry and Exit ECLT and Block II Achievement Test Scores by Students' Instructional Preference

Instructional preference	Entry ECLT	Exit ECLT	Block II
Speaking and using English (N)	42.1 (467)	57.0 (467)	72.7 (519)
Learning about BT (N)	46.9 (125)	61.9 (125)	75.8 (144)

Entry ECLT: $F(1,590) = 8.97, p < .0029$

Exit ECLT: $F(1,590) = 9.42, p < .0022$

Block II: $F(1,661) = 2.49, p < .1152$

Soldiers were also asked which English skill they most wanted to learn when they began the course (see Table 8-3). Over one-half of the soldiers reported that they most wanted to improve their skills in understanding spoken English and about one-third said they most wanted to improve their speaking of English. As indicated previously, the soldiers taking the Pre-BT Course had all studied English in school. Generally, their classes had emphasized reading and writing skills, not active practice in speaking English and hearing it spoken. Soldiers' perceptions of the area in which they made the greatest improvement in the course are also shown in Table 8-3. Apparently, most students felt that they made improvement in the areas in which they thought they needed to improve.

Table 8-3

English Skill Soldiers Most Wanted to Learn
and Skill in Which They Made Greatest Improvement

Skill	Skill desired (N=811)	Skill improved (N=808)
Understanding spoken English	60%	56%
Reading English	2%	14%
Speaking English	33%	25%
Writing English	5%	5%

How Did the Course Help Soldiers' English Development?

The next step of data will show that students and teachers believed that the Pre-BT Course helped students to improve their English, although they tended to view the course as being even more helpful for learning BT information. Most students indicated that the course helped them a lot in both areas as shown in Table 8-4, and a very small number indicated the course did not help them at all in either area.

Table 8-4

Self-Report by Students about Effects of Course on Speaking and Using English and Learning about BT

(N=839)

Response	Helped with speaking and using English	Helped with learning BT information
A lot	55%	82%
A little	43%	17%
Not at all	2%	1%

The distribution of teachers' impressions was somewhat similar to those of students as shown in Table 8-5. However, teachers tended to view the course as producing much stronger gains in students' knowledge of BT information than in English proficiency.

Table 8-5

Teachers' Report of Effect of Course on Students'
Ability to Speak and Use English and to Learn BT Information

(N=31)

Response	Helped with speaking and using English	Helped with learning BT information
A lot	31%	84%
A fair amount	53%	16%
A little	6%	0%
Not at all	0%	0%

Teachers selected the area in which they felt their students made the greatest improvement during the course. Nearly one-half the teachers indicated that students made their strongest gains in learning about BT, as shown in Table 8-6. It is curious that none of the teachers felt that students improved in reading and writing English, since a considerable portion of the course activities involve reading and writing.

Table 8-6

Teachers' Report of Students'
Area of Greatest Improvement

(N=26)

Area	%
Learning BT information	44%
Speaking and using English	25%
Learning Army vocabulary	13%
Reading and writing English	0%
No response	18%

Students were given the opportunity to respond if they thought the course did not teach them enough BT information. Only one-quarter of the students responded to this question, indicating that the majority felt the course taught them enough about BT. Almost two-thirds of those who responded to this question said that their chief complaint was not in the course itself, but in the fact that they didn't have enough time to study outside of class.

This concludes the presentation of student responses during the Pre-BT ESL Course. The following sections report the perceptions of students when they were in BT and AIT.

Were Students' Needs Met Once They Were in BT and AIT?

On the whole, students' responses indicate that they were satisfied with the preparation the course gave them for BT and AIT. Most soldiers said that the course taught them enough English for their needs, although fewer students felt this way in AIT than in BT as shown in Table 8-7.

Table 8-7

Soldiers' Evaluation of the Adequacy of English Instruction for Needs in BT and AIT

Response	BT (N=277)	AIT (N=100)
It is enough	70%	57%
It is not enough but can get by	28%	42%
It is not enough and can't get by	2%	1%

Several questions asked students to evaluate the instruction they had received. During BT and again in the AIT, students were asked if the course had enough instruction or if they would want more instruction in speaking, reading, writing, and understanding English and in Army vocabulary and military subjects (see Table 8-8). In BT, about one-half the soldiers felt needed more instruction in speaking, followed by understanding spoken English and writing. Only a little more than one-fourth of the soldiers indicated a need for more instruction in reading, Army vocabulary, and military subjects. In AIT, there seems to be a small increase in the need

for more instruction in understanding spoken English, reading, and military subjects.

Table 8-8

Soldiers' Evaluation of Amount of Instruction
for Needs in BT and AIT*

Area	Want more instruction		Course had enough instruction	
	In BT (N=276)	In AIT (n=100)	In BT (N=276)	In AIT (n=100)
Speaking English	49%	51%	49%	45%
Reading English	30%	37%	65%	61%
Writing English	21%	43%	55%	56%
Understanding Spoken English	45%	52%	53%	45%
Army Vocabulary	28%	29%	68%	67%
Military Subjects	29%	35%	67%	61%

*Not included in this table is the category would want less instruction. All areas received a very small percent of responses in this category.

During BT, and again during AIT, students were asked how much the course helped them to speak, read, write and understand spoken English, and to learn Army vocabulary and military subjects. Nearly 90% of the students said the course helped them a lot to learn Army vocabulary and military

subjects. About two-thirds said the course helped them a lot to speak, read, and understand spoken English and about one-half said the course helped them a lot to write English.

Soldiers' Language Use and Ability

On the their questionnaires, students answered questions about their use of English while they were in the Pre-BT Course, when they were in BT, and when they were in AIT. In general, soldiers reported that they needed to use English at each level of their military training. Most soldiers also said that they used English both on duty and off duty and that they were continuing to learn more English throughout their training.

How Well Did Soldiers Communicate with their Drill Sergeants?

Most soldiers reported that they usually understood the sergeant when they were taking the Pre-BT Course. In instances when they did not understand the sergeant, most said they were able to ask in English for help. Later in BT and AIT, the majority said they could understand the instructions of their sergeant well or very well as shown in Table 8-9. Interviews with students and sergeants, however, indicate that many of these students observe the behavior of other soldiers or ask other soldiers for explanations in order to understand instructions.

Table 8-9

Soldiers' Ability to Understand the
Drill Sergeant in BT and AIT

Response	BT (N=278)	AIT (N=100)
Well or very well	74%	81%
Adequately	23%	17%
Poorly	3%	2%

How Often Do Soldiers Use English?

Soldiers said that they needed to use English at all levels of their training. However, the need to speak English became greater in BT and AIT. During the Pre-BT Course, less than one-fifth said they needed to speak English all the time. However, once they were in BT and AIT, almost three-quarters of the soldiers said they needed to speak English all the time.

During BT and AIT, soldiers primarily spoke English in the barracks and in classes (see Table 8-10). Nearly all soldiers indicated that they spoke English in the barracks and a little more than half spoke English in classes.

Table 8-10

When Soldiers Most Frequently Speak English

Response*	During BT (N=201)	During AIT (N=100)
In the barracks	91%	82%
During classes	52%	57%
In the PX	14%	15%
In the mess hall	8%	1%
In town	3%	9%
Other response	13%	9%

* Students could choose two responses

Did soldiers have enough opportunities to practice speaking English when they were taking the Pre-BT Course? Students generally agreed that they needed more opportunities to practice the English they were learning in class. Over one-half said they needed to practice speaking English more in ESL class. Three-quarters of the soldiers said they needed to practice English more during military training and also off duty. These responses on the student questionnaires were confirmed by soldiers during informal interviews when they expressed the need to practice English with native speakers.

Responses from soldiers during interviews in BT and AIT indicated that they were continuing to learn English. They agreed that the Pre-BT Course had given them a foundation in English and given them the self-confidence to continue practicing and to engage in conversations with English speakers.

According to the BT and AIT Soldiers' Questionnaires, they were helped most to learn more English by their conversations with other soldiers. As shown in Table 8-11, the responses in BT and AIT are similar, although soldiers tend to report that in AIT, reading is more helpful to them.

Table 8-11

Where Soldiers Received Help
To Keep Learning English

Response*	BT (N=277)	AIT (N=100)
Talking with other soldiers	82%	83%
Classroom instruction	28%	34%
Reading English	17%	32%
Talking with the sergeant	32%	28%
Other	5%	3%

*Soldiers could chose two responses.

Most ESL students found native English speakers on the post to be helpful. During the Pre-BT Course, BT, and AIT, soldiers said that English speakers on the post helped them speak English. Table 8-12 shows that respondents tended to feel that English speakers were more helpful in BT and AIT than during the Pre-BT ESL Course. Comments from students during follow-up interviews suggest that the differences in these data, in part, reflect the differences in the level of cooperation between ESL students and other BSEP I students. Some ESL students reported that while in the Pre-BT

Course, there were occasionally some problems between the ESL students and other BSEP I students.

Table 8-12

Soldiers' Perception of Whether Native English Speakers
Help Them with Their English

Perception	During Pre-BT (N=810)	During BT (N=273)	During AIT (N=100)
Helpful	68%	90%	86%
Not helpful	29%	8%	13%
No response	3%	2%	1%

Language Used in Different Situations

Students were generally isolated from English speakers on the posts during the Pre-BT Course. ESL soldiers were often assigned to Spanish-speaking platoons or to a room in the barracks with other Spanish speakers. Perhaps this is why soldiers in the Pre-BT Course said that they used their native language more often than English in the barracks and when they were off duty (see Table 8-13). Once soldiers were in BT and AIT, however, and were integrated into units with native English speakers, they said they used English predominantly.

Table 8-13

Language Used Most

Language	In the barracks			Off duty		
	Pre-BT (N=785)	BT (N=278)	AIT (N=100)	Pre-BT (N=779)	BT (N=268)	AIT (N=100)
English	35%	79%	80%	31%	64%	69%
Native language	65%	21%	20%	69%	36%	31%

How competent did soldiers think they were to use English in the classroom and outside of the classroom? How confident were they in their understanding of military terminology and information? As shown in Table 8-14, soldiers' opinions about their ability to speak, understand, read, and write English did not vary greatly from BT to AIT. In both cases, soldiers said that they were most competent in reading English and least competent in speaking English.

Table 8-14

Soldiers' Rating of Their Ability To Read, Understand,
Write, and Speak English in BT and AIT

How well does soldier:	BT (N=278)			AIT (N=100)		
	Well or very well	Ade- quately	Poorly	Well or very well	Ade- quately	Poorly
Read English	78%	20%	2%	83%	15%	1%
Understand spoken English	59%	40%	1%	72%	28%	0%
Write English	51%	44%	5%	58%	33%	5%
Speak English	35%	57%	7%	45%	51%	4%

How did soldiers rate themselves on their classroom performance?

Soldiers tended to view themselves as understanding classroom lectures well or very well in BT and in AIT as shown in Table 8-15. Soldiers also expressed confidence in their ability to read and understand the SMART book in BT and to read and understand the AIT manuals.

Table 8-15

Soldiers' Ratings of Their Ability to Understand Classroom
Lectures and Read Army Manuals in BT and AIT

Area	BT (N=277)			AIT (N=100)		
	Well or very well	Adequately	Poorly	Well or very well	Adequately	Poorly
Understand lectures	75%	23%	2%	80%	19%	1%
Read Smart book	84%	15%	1%	--	--	--
Read AIT Manuals	--	--	--	83%	17%	0%

Difficult Situations in AIT

Soldiers were asked if they ever had problems speaking English in AIT and to identify the situations that were most difficult for them. They said that using technical words when speaking was the greatest problem and that answering and understanding the instructor was also difficult for them (see Table 8-16).

Table 8-16

Difficult Situations in AIT

(N=100)

Situation*	%
Using technical words when speaking	67%
Answering the instructors	44%
Understanding the instructor in class	22%
Writing class assignments	13%
Reading technical materials	12%
*Soldiers could chose two situations	

Usefulness of Materials, Methods, Curriculum

Students were asked a set of questions to evaluate the course materials, the teaching methods, and the curriculum itself. Their praise was highest for the teachers and for the interest of the teachers in each soldier's language development.

How were Class Conditions?

Most students said that the classroom conditions during the course were conducive to learning. However, approximately one tenth of the students said that the conditions in their classrooms were not conducive to learning. They identified the main problem as being the different ability levels of students within the same class. As shown in Table 8-17, most students

appeared to be satisfied with the level of difficulty of the course and the length of the course.

Table 8-17

Students' Evaluation of Length of Course
and Level of Difficulty

(N=828)

Response	%	Response	%
Too difficult	2%	Too long	9%
Too easy	13%	Too short	26%
Just right	83%	The right number of weeks	62%
No response	2%	No response	3%

Instruction

Students were asked to evaluate different elements of the course with respect to which methods helped them most and least to learn during the course (see Table 8-18). Students said that they were helped most to learn by the explanations of their teachers and the spoken exercises in the class. They said they were helped least to learn by listening to tapes. Some students said that the written exercises and the free conversation in classes helped them least to learn. Perhaps those students who found that free conversation was not helpful also took part in the unstructured conversation periods that AIR staff observed frequently and considered to be

unfruitful. In these sessions, generally the teacher did most of the talking and only a few of the students, the more able, participated in the conversations.

Table 8-18

Teaching Methods That Helped Soldiers
Most and Least to Learn

(N=818)

Method	Helped most	Helped least
Teachers' explanations	45%	6%
Spoken exercises	18%	7%
Written exercises	15%	14%
Free conversation	12%	14%
Lesson tests	4%	7%
Listening to tapes	2%	41%
No response	4%	11%

In interviews with teachers, AIR staff learned that teachers held favorable opinions about the course. They appreciated the structure that the curriculum provided them and felt that soldiers were learning important information that would prepare them for BT. A frequent recommendation made during interviews was that the course should contain more opportunities for the students to use the English they were learning in structured conversations integrated into the curriculum throughout the course period. Teachers also felt that the course should give students more direct instruction on grammar. On the Teachers' Questionnaires, teachers were

asked about the aspects of the course they thought should receive more or less emphasis (see Table 8-19). Twenty-eight of the teachers responded to the question asking if there were aspects of the course that should receive more emphasis. Only nine, however, said that there were aspects of the course that should receive less emphasis. Almost three quarters of the teachers said that the course should include more conversation. More than one-half of the teachers supported having more instruction in grammar and listening comprehension. Regarding the aspects that they felt should be de-emphasized, those who responded to the question said that there should be less writing and instruction on military vocabulary in the course. These questions indicate their general support of the curriculum. Rather than eliminating portions of the curriculum they favored augmenting it.

Table 8-19

Teachers' Reports of Aspects of the Course
That Should Receive More and Less Emphasis

(N=32)

Aspect*	More emphasis	Less emphasis
Conversation	72%	0%
Listening comprehension	59%	0%
Grammar	59%	3%
Pronunciation	41%	0%
Reading	19%	6%
Writing	19%	16%
Military vocabulary	9%	13%
BT information	9%	3%
Spelling	6%	3%
*Teachers could select more than one aspect		

What Helped to Improve Students' Speaking and Use of English?

Students were asked to identify the one element of the course which helped them most to improve their speaking and use of English. Of seven categories, students most often chose situations in which they were required to speak English rather than read or write English as helping them most to improve their speaking ability. Table 8-20 shows the soldiers' choices:

Table 8-20

Students' Self-Reports of the Most
Helpful Aspect of Course

(N=804)

Aspect	%
Talking with the teacher	37%
Talking with English-speaking students	21%
Spoken exercises in class	15%
Written exercises in class	10%
Exercises in language lab	5%
Talking with the sergeant	2%
Other or no response	10%

What Deficiencies Existed in English Training?

The student questionnaire asked those students who felt the course had not helped them to speak and use English as well as they needed, to identify the major problem. The biggest problem seemed to be lack of study time outside of class. Some also said that they did not have enough opportunities outside of class to practice English with English-speaking people and that the lessons did not teach enough about speaking and using general English. Table 8-21 shows students' responses.

Table 8-21

Students' Assessment of Reason Course Did
Not Help Them to Speak and Use English Well

(N=450)

Reason	%
Not enough time to study	39%
Not enough chances to speak with native English speakers outside of class	24%
Lessons did not teach enough about speaking and using general English	22%
Lessons did not teach enough about grammar	12%
Not enough chances to use English in class	2%
Too many lessons to study	1%

Students were asked to identify the aspect of the course which helped them to learn about BT information. As shown in Table 8-22, students most often reported that the demonstrations by the teacher in the class helped them to learn about BT information. They were also helped by the written exercises in the student texts.

Table 8-22

Aspect of the Course That Helped Students
to Learn about BT Information

(N=830)

Aspect	%
Demonstrations by the teacher	28%
Written exercises in the texts	23%
Films or tapes	18%
Illustrations in the texts	13%
Class discussions	12%
Spoken exercises in the texts	6%

Students' Evaluation of the Teachers

Students had high praise for their teachers, both in informal interviews during Pre-BT training, in BT, and again in AIT. They frequently attributed their success in learning English to the efforts of their teachers. Table 8-23 shows how students responded to several questions about their teachers. Apparently, students felt their teachers were good instructors and also appreciated the concern they showed in their learning.

Table 8-23

Students' Evaluation of Teachers

(N=785)

Question	Yes	No
Do you like the way your teachers teach the course?	96%	4%
Do your teachers help you learn the lessons well?	99%	1%
Do your teachers explain the lessons well?	98%	2%
Do your teachers care if you are having problems learning?	97%	3%

Students also gave their teachers credit for encouraging them to keep learning English. Over one-half of the soldiers said their teacher gave them the most encouragement. Almost one-quarter of the soldiers said that "others" were responsible for encouraging them to keep learning English (see Table 8-24).

Table 8-24

Source of Encouragement to
Keep Learning English

(N=796)

Source	%
Classroom teacher	52%
Others	21%
Other students in the course	12%
Sergeant	10%
No response	5%

Chapter 9. Program Differences and Program Outcomes

Differences in the implementation of the Pre-BT ESL Course among the eight programs provide an opportunity to examine whether certain program characteristics result in greater or lesser instructional benefits to students as measured by the ECLT and the Block II Achievement Test. Do variations from the original implementation concept affect program outcomes? Do certain instructional policies or solutions to implementation problems produce better results than others? This chapter will analyze the program outcomes presented in Chapter 5 in two ways. The first approach groups the eight programs into two sets on the basis of closeness to intended implementation in order to examine whether fidelity to intended implementation has an effect on outcomes. The second approach will consider the outcomes by individual program to determine if certain program-specific differences affect outcomes.

Summary of Findings

Using four features that describe different characteristics of the programs, four of the eight programs were designated as being closer to the intended implementation model: Forts Benning, Dix, Jackson, and Sill. The four programs closer to the implementation model demonstrated slightly larger ECLT gains--after adjusting for differences in entry ECLT scores--than the remaining four programs--ECLT gain of 15.6 as opposed to 13.9. There seem to be only minimal differences, however, between the two

groups on the Block II Achievement Test after considering the data under conditions that minimize the effect of differences in ECLT scores.

Fort Bliss, a very small program which has students study the entire course individually and on tape, shows high adjusted ECLT gains (19.4). We can suggest several factors that might contribute to this large gain, but the most influential one may be that this instructional mode provides excellent practice for the ECLT which presents 75 of its 120 items on tape.

The two programs in which students performed best on the Block II Achievement Test, Forts Dix and Jackson, are both in the closer-implementation group. Seventy-eight percent of the Fort Dix students pass the test--score 80 or more--and so do 61% of the Fort Jackson students. At the remaining programs, no more than 46% of the students pass the Block II Achievement Test. Fort Dix students do unusually well on this test; even 71% of the Fort Dix non-target population pass the test. The high Block II Achievement Test scores at Fort Dix are most likely related to the fact that the Fort Dix program uses military training aids as part of their instruction much more extensively than do any of the other programs.

Fidelity of Implementation and Program Outcomes

Though all eight installations use the Pre-BT ESL Course as the central part of their ESL programs, there are many aspects or features on which these programs differ from the original DLIELC model for the implemented course. In order to investigate how fidelity to the intended implementation model relates to program outcomes, four program features covering lesson

presentation and instructional methods were selected for use as criteria of program fidelity. The four features are:

- all students start the program in Block I (but not necessarily with Block I, Lesson I) and receive all, or most, lessons in the intended sequence--Yes/No,
- all students receive instruction on all designated lessons--Yes/No,
- level of use of military training aids as part of instruction--high, medium, low, and
- level of use of ESL techniques as part of instruction--high, medium, low.

The eight ESL programs were assigned values for these features and divided into two groups. In assigning programs to one group or the other, the first feature was given more weight than any of the others.

Based on these features, the programs can be separated along the lines shown in Table 9-1.

Table 9-1

Assignment of Programs According to Closeness to
Intended Implementation

Closer to intended implementation	Further from intended implementation
Fort Benning	Fort Bliss
Fort Dix	Fort Knox
Fort Jackson	Fort McClellan
Fort Sill	Fort Leonard Wood

The group of programs that is closer to the intended implementation will be referred to as the Fidelity Programs; the other group will be referred to as the Non-Fidelity Programs. Despite the fact that at Fort Bliss all students receive all lessons in the designated sequence, it was placed with the Non-Fidelity Programs because the taped presentation of the course materials was not within the DLIELC intended model of implementation.

The two groups differ on entry ECLT scores but show the same mean ECLT gain (see Table 9-2). Because of the regression toward the mean effect discussed in Chapter 5, these ECLT gains must be adjusted for differences in entry ECLT scores before comparing gain outcomes.⁴ The students in the Fidelity Programs achieve slightly larger adjusted ECLT gains than those in the Non-Fidelity Programs as shown in Table 9-2. In addition, a somewhat higher percent of students in the Fidelity Programs pass the Block II Achievement Test (i.e., achieve 80 or more).

Table 9-2

Comparison of Outcomes Between Fidelity Programs
and Non-Fidelity Programs

Program type	Mean entry ECLT	Mean exit ECLT	Mean ECLT gain	Mean adjusted ECTL gain	% Students passing Block II Test
Fidelity Programs	45.1	60.1	15.0	15.6	52%
Non-Fidelity Programs	41.3	56.1	15.0	13.9	45%
Entry ECLT: $F(1,1860) = 21.80, p < .001$					
Exit ECLT: $F(1,1771) = 28.22, p < .0060$					
ECLT gain: $F(1,1755) < 1$					
Adjusted ECLT gain: $F(1,1755) = 7.50, p < .0062$					
% Passing Block II Test: $\chi^2(1,1539) = 8.69, p < .003$					

The Block II Achievement Test data in Table 9-2 do not necessarily mean that the Fidelity Program students perform better on the Block II Achievement Test because they are in one of the Fidelity Programs. Data in Chapter 5 showed a correlation between entry and exit ECLT scores and Block II Achievement Test scores. The better Block II Achievement Test performance of the Fidelity Program students could be largely the result of their greater language proficiency as reflected in their higher entry and exit ECLT scores. The data in Table 9-3 show that Fidelity Program students in the non-target population (entry ECLT 0-49) perform better on the Block II Achievement Test than their Non-Fidelity Program counterparts, but that for the target population (entry ECLT 50-69), Non-Fidelity Program students perform better.

Table 9-3

Percent of Students Passing the Block II Achievement Test
in Fidelity and Non-Fidelity Programs by Entry ECLT Ranges

Entry ECLT range	<u>% of students passing Block II Test</u>	
	Fidelity Programs	Non-Fidelity Programs
0-49	37%	28%
50-69	66%	72%

Analysis of the exit ECLT data shows the same trend as the entry ECLT data. As shown in Table 9-4, students with lower exit ECLT scores perform slightly better in the Fidelity Programs. After taking into account ECLT scores, the difference in performance on the Block II Achievement Test between the Fidelity and Non-Fidelity Programs appears to be minimal. We should mention, however, that one of the programs in the Fidelity group, Fort Benning, shows extremely low Block II Achievement Test scores and consequently lowers the performance of the Fidelity Programs. The Fort Benning data will be presented in the next section.

Table 9-4

Percent of Students Passing the Block II Achievement Test in Fidelity and Non-Fidelity Programs by Exit ECLT Ranges

Exit ECLT ranges	<u>% of students passing Block II Test</u>	
	Fidelity Programs	Non-Fidelity Programs
0-49	10%	6%
50-59	40%	37%
60-69	61%	64%
>69	80%	81%

These data indicate that the programs that are conducted more in accordance with the intended implementation model and that use better teaching techniques produce slightly larger adjusted ECLT gains.

Program Differences and Program Outcomes

Chapter 4 described many of the differences in ESL programs among the eight installations. Implementation differences are found even within the Fidelity and Non-Fidelity Programs. This section examines the effect of program specific differences on program outcomes by first considering ECLT gains and then Block II Achievement Test scores.

ECLT Gains

The mean entry ECLT scores for students in the eight programs occur across an eight point range (40.2 - 48.3) as shown in Table 9-5. Mean ECLT

gains presented in Table 9-5, also vary by as much as eight points among the programs (11.5 - 19.9). After correcting for differences in entry ECLT scores, the range of adjusted ECLT gain scores is similar to the range for the unadjusted scores (11.1 - 19.4).

Table 9-5

Entry ECLT, ECLT Gains, and Adjusted ECLT Gains by Individual Programs

Program	Mean entry ECLT	Mean ECLT gain	Mean adjusted ECLT gain	<u>n</u>
Fort Benning	41.9	12.9	12.3	268
Fort Dix	44.2	17.6	18.0	228
Fort Jackson	48.3	14.3	16.4	251
Fort Sill	45.5	15.6	16.4	303
Fort Bliss	42.3	19.9	19.4	52
Fort Knox	40.3	15.7	14.3	375
Fort McClellan	40.2	19.4	18.0	65
Fort Leonard Wood	42.6	11.5	11.1	215

Somewhat unexpectedly, the Fort Bliss program shows the highest adjusted ECLT gain (19.4). This program is unique in that it is the only one in which students learn the entire program individually and on tape. We can only suggest factors that may contribute to this large ECLT gain. Fort Bliss is the only program in which all students start the course with Block I, Lesson I and review their work in extended, daily, individual sessions with the teacher. In addition, the environment in the BSEP unit is very

supportive of the BSEP program. Probably most important, however, is the fact that 75 of the 120 ECLT items are presented on tape. The Fort Bliss students spend much more time listening and responding to English presented by tape than do the students in any of the other programs. At some installations, students have no experience listening to English on tape, except for the pre- and post-course tests.

Fort McClellan, another very small program not in the Fidelity group, also shows large adjusted ECLT gains (18.0). Because there is only one ESL class at Fort McClellan, the teacher has new students work individually on the first few Block I lessons until they are comfortable with the lesson materials. They then join the other students with whatever lesson in the lesson cycle that the class is working on. Two factors that may contribute to Fort McClellan's large ECLT gains are (1) the class is small enough--usually four to eight students--so that students receive individual attention, and the teaching techniques are better than average, and (2) students receive one hour of English vocabulary each day to help with the ECLT.

The ECLT gains at Forts Bliss and McClellan indicate that very small programs can achieve good results even though all students are usually in one class.

Among the Fidelity Programs, Fort Benning showed a relatively small adjusted ECLT gain (12.3). Again, we can only suggest possible causes. One possibility is that Fort Benning students, who are all in the Infantry, have less aptitude for learning than students in the other programs. Fort Benning students had the lowest adjusted ECLT gain in the previous BSEP

I/ESL program (Holland, et al., Volume One, 1982). The Block II Achievement Test data, which we will present, show that Fort Benning has a student pass-rate that is much lower than any of the other programs. Another factor possibly contributing to low test scores is that the BSEP unit at Fort Benning seems to provide the least supportive environment of all the programs (see discussion in Chapter 4). Fort Benning students complained more frequently than students in the other programs about being kept busy with details in the unit and never having time to study. Interviews with supervisors in the BSEP unit indicated that students were frequently assigned details.

Students at Forts Dix and Jackson perform better on the Block II Achievement Test than students in any of the other programs, as shown in Table 9-6. While exit ECLT scores for these two programs are slightly higher than the exit ECLT scores for the remaining programs, they are close enough to the exit scores for Forts Bliss and Sill to indicate that the higher performance at Forts Dix and Jackson on the Block II Achievement Test is not solely a function of higher ECLT scores. As described in Chapter 4, Fort Dix teachers have incorporated the use of military training aids as part of their instruction much more than the teachers at any of the other programs. The Fort Jackson program does not use training aids as much as the Fort Dix program, but it is well organized and well administered. Both programs start all students in Block I.

Table 9-6

Percent of Students Passing Block II Achievement Test
by Program

Program	Mean exit ECLT	% of students passing Block II Test	<u>n</u>
Fort Dix	62.9	78%	152
Fort Jackson	62.6	61%	214
Fort Bliss	62.2	43%	51
Fort Sill	61.2	42%	299
Fort McClellan	59.6	46%	65
Fort Knox	56.0	42%	355
Fort Benning	54.8	7%	97
Fort Leonard Wood	54.1	45%	210

We have no explanation for the extremely poor performance of the Fort Benning students other than the conditions suggested earlier to account for the low ECLT gains. During our data entry phase only 97 Block II Achievement Test scores were available for data entry from Fort Benning. On discovering the poor Block II Achievement Test performance, the data were checked for accuracy with Fort Benning and subsequently proved correct. We were also able to utilize additional Block II Achievement Test data which increased the Fort Benning sample to 246 cases of which only 18% passed the Block II Achievement Test. These additional cases are not included in any of the tables or other discussions of the Block II Achievement Test data.

The strong Fort Dix performance on the Block II Achievement Test is even more striking when considered in terms of students' entry ECLT scores as shown in Table 9-7. While most programs are not able to achieve more than a 30% pass-rate for non-target students, 71% of the non-target students at Fort Dix pass the Block II Achievement Test. The Fort Bliss program, which demonstrated large ECLT gains with its presentation of the course on tape, tends to have a low Block II Achievement Test pass-rate. The only factor we can suggest to account for this is that there is a minimal use of training aids in the program. Fort McClellan, the other very small program with good ECLT gains, shows a Block II pass-rate that is comparable to Fort Dix for its target population. We can suggest no specific explanations other than the fact that it seems to be a well managed program.

Table 9-7

Percent of Students Passing Block II Achievement Test by Program and Entry ECLT Range

Entry ECLT range	<u>% of students passing Block II Achievement Test</u>							Fort Leonard Wood
	Fort Benning	Fort Dix	Fort Jackson	Fort Sill	Fort Bliss	Fort Knox	Fort McClellan	
0-49	3%	71%	58%	30%	23%	29%	29%	26%
50-69	15%	89%	77%	58%	71%	58%	85%	75%

Chapter 10. Summary of Findings

The Pre-BT ESL Course seems to help students improve their English and provides them with useful information for BT. However, because a sizable portion of the ESL population enters the course with very limited English proficiency, many students fall far short of the course language and information goals as measured by their exit test scores. Overall, the course represents a useful element in the Army's program for helping trainees who do not have very serious English language deficiencies.

Program Outcomes: Course Test Data

As measured by the ECLT, average language gains for a large sample of the student population (N=1762) compare very favorably with gains obtained in previous Army ESL programs: 15.0 points for the course or 2.5 points per week. Students enter the program with a mean ECLT score of 43.5 and leave with a mean score of 58.5.

Target population students (entry ECLT 50-69) leave the course with a mean ECLT of 68.7 and more than 60% score 80 or higher on the Block II Achievement Test. Students in the lower end of the target range (entry ECLT 50-54) however, do not do quite as well on the Block II Achievement Test as students with higher entry ECLT scores. Only 54% of the 50-54 ECLT population pass the Block II Achievement Test compared to 73% of the population entering with higher ECLT scores. Also, while the ECLT gain of the 50-54 ECLT population is as large as that of soldiers with higher entry

scores, they have a mean exit ECLT of 63.6 compared to a mean of 70.4 for soldiers with higher entry scores.

Students in the non-target population (entry ECLT 0-49) leave the course with a mean exit ECLT of 51.2 and less than one-third of them score 80 or more on the Block II Achievement Test.

English language skills of ESL recruits appear to have improved. Current students enter the program with a higher mean ECLT score (43.9) than students in previous ESL programs (mean ECLT approximately 36). The increase in entry ECLT scores has resulted in an increase in the percent of students in the target population and probably has contributed to the overall decrease in BSEP I/ESL enrollment at the installations. Despite this increase in language proficiency, more than one-half of the current students still enter the course below the minimum target ECLT score of 50. Only 27% of the total population leave the program with ECLT scores of 70 or higher.

Program Implementation

The implementation of the Pre-BT ESL Course has resulted in a common set of core materials being used across the TRADOC installations. According to reports from students, teachers, military personnel, and test data, students who complete the course generally increase their knowledge of BT information and improve their level of English. Most students are able to complete the course in six weeks or less, but some who enter with very little English or are slow learners need more time.

There is, however, variation in the way in which the course is presented and taught. Fort Bliss, because it has a very small enrollment, presents the entire ESL course on tape; and at Fort Dix, teachers make much greater use of military training aids as part of their instruction than do teachers at other installations. Some installations always start new students in Block I; other installations have new students start the course with whatever lesson the class they enter is working on. Installations also differ in the amount and kind of supplementary materials that teachers use in the classroom. Despite these variations, the Pre-BT ESL programs are relatively similar when compared with the differences in the previous BSEP I/ESL programs at the installations.

One factor contributing to program variation is that none of the installations has a large enough enrollment to start new students at the beginning of the course each week. Some programs have developed better systems for dealing with this problem than others; the preferable systems have been described in Chapter 4. Differences in the use of training aids are largely due to the lack of materials or the policy at each installation, but teachers' inexperience in the effective use of these aids may also be a factor. Many of the context problems which were described in the AIR report on the previous BSEP I/ESL program continue to exist, such as teachers with inadequate ESL training, and lack of teacher and contractor continuity as a result of the low bid contracting system.

While many of these variations and factors are likely to affect the quality of the program, we are only able to relate a few of them to differences in program outcomes. Four programs that were designated as

being conducted more in accordance with the intended implementation model and that used better teaching techniques produced slightly larger adjusted ECLT gains than did the other four programs (i.e. mean gains of 15.6 compared to 13.9). These two groups of programs did not differ on Block II Achievement Test outcomes, but the two programs in which students performed best on the Block II Achievement Test, Forts Dix and Jackson, are both in the closer-implementation group. The success of the Fort Dix students with this test is particularly noticeable. Eighty-nine percent of the target students and 71% of the non-target students at Fort Dix score 80 or higher on the Block II Achievement Test. At most of the other installations no more than 30% of the non-target students pass the test. It seems likely that the greater use of military training aids at Fort Dix contributes to the higher Block II Achievement Test scores.

Variations from the intended implementation, however, do not always result in lower outcomes. Fort Bliss and Fort McClellan, a one class-room program which starts new students with the lesson the remainder of the class is working on after a short adjustment period, both show large ECLT gains; and Fort Benning, a program designated as being more in accordance with the intended implementation, showed the smallest ECLT gains. Factors that might account for the ECLT gains at these three installations were discussed in Chapter 9.

There are also large differences across installations in the policy and programs of the military units that house BSEP students. These differences affect how much time students have to study ESL materials, what kind of training they receive when they are not in ESL class, and the language mix

of the soldiers they are housed with. However, only at Fort Benning, where students complained about the absence of time to study and the frequency of details more often than at any other installation, did there seem to be a possible relation between housing and program outcomes. Fort Benning students showed relatively small ECLT gains and the lowest performance on the Block II Achievement Test. While it is unlikely that the situation in the Fort Benning BSEP unit is a major factor in the students' poor performance, BSEP unit conditions may be contributing to poor performance especially if they have a negative effect on students' morale. Students who felt that the course had not provided sufficient help with their English, selected not enough time to study as the most frequent reason.

Student Characteristics

The large majority of ESL students, 89%, are native Spanish speakers, and nearly three-fourths of the total student population were born in Puerto Rico. Spanish speakers tend to have lower entry ECLT scores than speakers of other languages. Nearly one-half of the soldiers from Puerto Rico enter the course with ECLT scores below 40. The second largest language group is Korean, with fewer than 5% of the student population.

ESL students generally have a higher level of educational attainment than the entire population of BSEP students. A relatively large proportion of the ESL students had graduated from high school, and a sizable group had attended or graduated from a four-year college. All ESL students had studied English in elementary or high school. Interviews with students suggest that the poor quality of ESL instruction in school is one of the major reasons why these soldiers continue to have problems with English,

despite several years of instruction in school. Living in the United States or graduating from college seems to have a positive effect on English proficiency. Students who had graduated from high school in the United States or had lived in the United States tended to have higher entry and exit ECLT scores compared with students who had not lived in an English-speaking country. Students with a college education tended to have higher entry ECLT scores and higher Block II Achievement Test scores.

Program Outcomes: Perceptions

Questionnaire and interview data indicate that the large majority of soldiers who completed the Pre-BT ESL Course were very satisfied with the curriculum, the instruction, and the course materials. During interviews in the IET follow-up, most soldiers said that the course had helped them with their BT instruction and some felt that they would not have been able to complete training without it. Most soldiers believe that the course was more effective for learning information for BT than in improving their ability to speak and use English. Teachers' responses in questionnaires and their pre- and post-ratings of students' ability also suggest that students make greater gains on BT information than in language skills.

Most students believed that the course had taught them enough English for their needs in IET. But more than one-quarter felt they had insufficient English at the BT level, and somewhat less than half (43%) indicated the same problem at the AIT level. The areas in which soldiers more often indicated the need for language improvement were in speaking and understanding spoken English. Follow-up interviews with sergeants also

indicated that speaking and understanding spoken English were the more frequent language problems.

Sergeants' Ratings on Performance and Language

According to sergeants' ratings of soldiers' performance on 14 BT activities that involve language, the majority of ESL graduates perform as well as most other soldiers or better. However, on many of the more difficult tasks, one-quarter or more were rated as performing not as well as most or lower.

BT sergeants' also rated 14% and 10% of the graduates as poor in their ability to speak and understand English respectively.

Critical Language Levels

The sample of BT attrition data shows that the attrition rate is linearly related to exit ECLT scores with soldiers scoring below 30 having an attrition rate more than five times that of soldiers scoring above 69. The similarity in attrition rates for soldiers scoring above 50 suggests that a 50 ECLT is the most critical ECLT level for minimizing attrition. More than one out of four students leave the program below this level.

Sergeants' ratings of soldiers' performance on 14 BT activities show a relationship between performance ratings and exit ECLT scores, though the relationship is not as linear as that shown for attrition rates. Higher activity ratings tend to correlate with higher exit ECLT scores; soldiers with exit ECLT scores below 60 are nearly three times as likely to be assigned an average rating level of not as well as most or even lower, as

are soldiers with exit ECLT scores at 60 or more. Soldiers with exit ECLT scores below 60 are also nearly three times as likely to be rated as having less than adequate language ability as those with scores above 60. Nearly half of the students have exit ECLT scores below 60.

While correlations between Block II Achievement Test scores and sergeants' performance ratings are weaker than correlations between ECLT scores and performance ratings, the BT and AIT data show a tendency for higher Block II Achievement Test scores to be related to higher performance ratings. Soldiers with Block II Achievement Test scores below 70 are at least twice as likely to be given an average rating level of not as well as most or lower as those with scores above 70. The ECLT and Block II Achievement Test data suggest that the ECLT is a more sensitive measure of soldiers' language proficiency and readiness for BT than is the Block II Achievement Test.

Recommendations

The data presented in this report indicate the need for changes in two areas of the BSEP I/ESL program. First, soldiers in the non-target population, and some in the target population, should receive more than six weeks of ESL instruction. The number of weeks of instruction should depend on soldiers' initial ECLT score and the ECLT goal set by the BSEP program. BT attrition data indicate an ECLT goal no higher than 50, sergeants' BT performance rating suggest an ECLT goal of 60, and AIT and permanent party considerations are likely to warrant a higher score.

Course material for the longer ESL program could include the 13 Block I lessons that are not currently used. These lessons, however, will not provide sufficient instructional materials for soldiers with very low ECLT scores since their inclusion will only add two or three weeks to the course. The optimal solution would be to develop a set of variable length ESL course tracks that combine Pre-BT ESL Course lessons with basic ESL materials emphasizing speaking and understanding oral English.

The second general recommendation is that TRADOC increase its monitoring involvement in the ESL program in three ways. First, TRADOC should conduct and maintain long-term data monitoring of program outcomes of the type described in Chapters 5 and 9. Without such information it is impossible to assess the overall results of the program or determine which installations are doing well.

Second, data monitoring should be accompanied by yearly or bi-yearly site visits in order to obtain non-statistical information and establish and maintain rapport with program staff. For example, neither TRADOC nor ARI were aware that Fort Bliss students were receiving the entire course by tape previous to AIR's site visit. Without observing the Fort Dix program, as well as the other programs, it would not be possible to attribute the high Block II Achievement Test scores at Fort Dix to teachers' use of military training aids. Without interviewing students and military personnel, it would not be possible to realize that the detail load for the BSEP unit at Fort Benning is larger than that at other installations and may be influencing program performance.

Finally, based on data from program outcomes and knowledge of conditions at the individual installations, TRADOC should play a continuing role of providing guidelines and models that will help to improve students' performance in the course. Data in this report provide several examples. Installations should receive guidelines on acceptable procedures for placing new students in the course. Chapter 4 presented two of the better systems currently being used. A third option is to begin a new class every two weeks unless enrollment is large enough to warrant more frequent classes. Some installations would find this third option administratively difficult, others like Forts Bliss and McClellan would probably not be able to use any of the three options because of their small enrollment. Fortunately, the outcomes for these two installations indicate that their program adaptations work better than most programs.

Installations should receive guidelines describing an orientation program for new teachers. The video tapes developed by the University of South Carolina could be a useful part of this program, but all new teachers must also receive the CMP and supplementary manuals.

Installations should be instructed to increase their use of military training aids and be provided information and examples of how to do this. A video tape showing examples of effective use of training aids would be helpful.

Installations should receive guidelines for BSEP military units to ensure that unit conditions are supportive of the goals of ESL training. Guidelines should include a regular study period and/or constraints on the detail load so soldiers have time to study.

Footnotes

Chapter 2.

¹Initially, the DLIELC concept was that the course materials would service 240 hours of instruction. Since BSEP I is a 30 hour per week program, this is equivalent to eight weeks of materials. DLIELC intended the extra two weeks to provide a margin for placement in the lesson sequence, depending on the students' language proficiency.

²The ECLT is a test of general English developed by DLIELC. Recruits who score below 70 are eligible for BSEP I/ESL.

³Data from the various ESL programs differ somewhat in the form in which they were presented to AIR. For the three-month program, DLIELC set ECLT scores in the 0-24 range to zero. Six of the eight Pre-BT ESL programs also made the same adjustment on entry ECLT scores. This adjustment would tend to yield slightly higher gain scores for soldiers entering the programs at the lowest ECLT level.

In addition, approximately 20% of the soldiers in the previous six-week program and a much smaller percent of soldiers in the Pre-BT ESL Course exited the programs before completing six weeks of instruction. ECLT gain scores for these soldiers were not adjusted for the number of weeks they were actually enrolled in the programs. This adjustment would slightly increase the per week mean gain. A subsequent analysis of the data from the previous six-week program (Krug, Hahn, and Wise, 1984) shows a mean ECLT gain of somewhat less than 2.5 points per week when the gain is computed by the number of weeks of actual instruction.

Footnotes
(Continued)

Chapter 9.

⁴The adjustment procedure found in Cohen and Cohen (1976) is a two-step procedure. First, a predicted score is computed based on the formula:

$$\hat{Y} = a - B_{ab} + I + \bar{Y}_a - \bar{Y}_b$$

where:

Y = predicted score

a = ECLT score after program attendance

b = ECLT score before program attendance

B_{ab} = the unstandardized B-weight of the after
score regressed onto the before score

I = intercept value

\bar{Y}_a = group mean after attendance

\bar{Y}_b = group mean before attendance

Second, the adjusted gain score is computed by the formula:

$$Y - \hat{Y}$$

This subtraction is called residualization and represents the gain score exclusive of ECLT score differences prior to program attendance. It adjusts the gain scores by correcting for the effects that pre-program scores have on gain scores.

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APPENDIX A
BLOCK I LESSONS

Lessons in Block I

<u>Module</u>	<u>Lesson</u>
Barracks	<ul style="list-style-type: none">* 1a. Square Away the Barracks* 1b. Square Away the Barracks2. Clothing and Equipment Displays3. Guard Duty4. Answering the Sergeant
Dining Hall	<ul style="list-style-type: none">1. A Dining Facility2a. Mealtime2b. Mealtime* 3. Pulling KP
Dispensary	<ul style="list-style-type: none">1. Going on Sick Call2. Describing Your Problem3. At the Dispensary* 4. Following Doctor's Directions5. After Sick Call6. Emergencies
Post Exchange	<ul style="list-style-type: none">* 1. Getting Directions about the PX2. Going to the Post Exchange* 3. Looking for and Buying Things at the PX
Dental Clinic	<ul style="list-style-type: none">1. Telling Sergeant about Dental Appointment* 2. Describing a Dental Problem* 3. Getting Help at the Dental Clinic

* Indicates lessons to be taught in Pre-BT ESL Course

APPENDIX B
RESEARCH INSTRUMENTS

Instructions for Completing the ESL Student Record Form



Please complete all categories of the ESL Student Record Form for which you can easily obtain the information. Because there is variation among posts with respect to the type and location of the records that are kept, some of the information that we request may not be readily available.

Information which is identified by an * is also included on the TRADOC Form 488-1-R. You may attach a copy of Form 488-1-R instead of completing the items marked with an *.

Page one of the ESL Student Record Form can be kept in the BSEP I office while the soldier attends ESL and during Basic Training. Page two of the form can be kept by the ESL teachers. It can be completed during ESL training and returned to the BSEP I office at the end of the course. When both forms are completed, please mail them to AIR.

The following information can be obtained by personnel from the Education Center when a soldier is enrolled in the ESL program:

- name
- MOS
- Social Security Number
- date of birth
- place of birth
- native language
- location of high school
- whether or not a high school graduate
- date of entry into the Army
- date of entry into the ESL course
- entry ECL score

The following information can be obtained from the unit or from a central processing office

- whether or not a soldier completed BT and the date
- whether or not the soldier was discharged from BT and the date
- the location for AIT (if known)
- GT score (if available)
- TABE score (if given)

The following information can be obtained while the soldier is taking the ESL course

- Block I Screening Test score
- Block II Achievement Test score
- exit ECL score
- date of exit from ESL course

The following information can be obtained from each ESL teacher for each student:

- total number of student absences by week
- the reasons for absences
- the teacher's evaluation of student's ability at the beginning of the course
- the teacher's evaluation of the student's progress at the end of the course

Army Installation _____
Page 1



ESL Student Record Form

Last Name _____ First Name _____

MOS _____

Social Security Number _ _ _ - _ - _ - _ - _

Date of Birth _____

Place of Birth _____

Native Language _____

Location of High School _____

High School Graduate ☐ Yes ☐ No

Date of Entry into Army _____

Date of Entry into ESL Course _____

Date of Exit from ESL Course _____

*Completed BT ☐ Yes ☐ No Date _____

*Discharged from BT ☐ Yes ☐ No Date _____

Location of AIT _____

GT Score _____ Date _____

TABE Score _____ Date _____

*Entry ECL Score _____ Date _____

*Exit ECL Score _____ Date _____

*Block I Screening Test Score _____ Date _____

*Block II Achievement Test Score _____ Date _____

*This information is included on TRADOC Form 488-1-R. You may attach a copy of Form 488-1-R instead of completing items marked with an *.



ESL Student Record Form

Last Name _____ First Name _____

Social Security Number _ _ _ - _ _ - _ _ _

Total Number of Student Absences During Each Week of Classes:

week 1 _ _ , 2 _ _ , 3 _ _ , 4 _ _ , 5 _ _ , 6 _ _ , 7 _ _

Reasons for Absences _____

Teacher Evaluation - Please compare this soldier with all other soldiers who enroll in the ESL program. Circle the appropriate number: one equals lowest ability and five equals highest ability

First Week Evaluation

listening comprehension	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5
speaking	1	2	3	4	5
knowledge of Basic Training information	1	2	3	4	5

Last Week Evaluation

listening comprehension	1	2	3	4	5
reading	1	2	3	4	5
writing	1	2	3	4	5
speaking	1	2	3	4	5
knowledge of Basic Training information	1	2	3	4	5



ESL Followup Information Form *

[illegible]

*** Please send this form to AIR on the 30th of each month.**

AMERICAN INSTITUTES FOR RESEARCH/1055 Thomas Jefferson Street, NW, Washington, DC 20007

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Pre-Basic Training English-as-a-Second-Language Course. This form is being used to survey soldiers enrolled in English-as-a-second-language courses.

Questionnaire for ESL Students

A

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S):

The data collected with the attached form are to be used for research.

ROUTINE USES:

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MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

QUESTIONNAIRE A FOR ESL STUDENTS
8/83

LAST NAME _____ FIRST NAME _____
SOCIAL SECURITY NUMBER _____ - _____ - _____
NAME OF ARMY POST _____
REGULAR ARMY _____ NATIONAL GUARD _____ ENLISTED RESERVE _____
DATE _____ MOS _____

Survey for Army ESL Programs

The Department of the Army has asked us at the American Institutes for Research in Washington, D.C. to study your English language course. We want to know how much English you knew before you started the course, how much you learned during the course, and what helped your English to improve. You will help us learn this information if you answer the questions in this survey.

It will not take you long to fill out this survey. You can answer most of the questions by checking the response that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out, you will be helping us find out how the English language course helps students learn English.

This is not a test. The information that you give us is for our use. It will not be given to your sergeant or included in your Army records.

1. In what country were you born? _____

2. What is your native language? _____

3. How much schooling have you had? (check each level)

	<u>none</u>	<u>some</u>	<u>graduated</u>	<u>in what country?</u>
elementary school	_____	_____	_____	_____
high school	_____	_____	_____	_____
vocational school	_____	_____	_____	_____
two year college (associate degree program)	_____	_____	_____	_____
four year college	_____	_____	_____	_____

4. How much English did you know before you entered the Army?

a lot _____
a fair amount _____
some _____
none _____

5. Where did you learn the English you knew before you entered the Army?

(check all that apply)

at school _____
at work _____
in my home _____
living in an English
speaking country _____
other (write in) _____

6. If you learned English in school, how many years of English classes did you have?

(complete all that apply)

years

elementary school _____
high school _____
college _____
total years _____

7. Did you live in the United States before you joined the Army?

yes _____

no _____

If "yes," for how many years? _____

Where? _____

What were you doing before you joined the Army? _____

8. Where did you enlist in the Army? _____

9. What did you want to learn most in this course?

(choose one)

speaking and using
English _____

information about
Basic Training _____

10. When you began this course, what did you want to learn most?

(check only one)

understanding spoken
English _____

reading English _____

speaking English _____

writing English _____

11. Counting this week, how many weeks of English classes have you had in this course?

(check one) 1____, 2____, 3____, 4____, 5____, or 6 weeks _____

12. How much has this course helped you to speak and use English?

a lot _____

a little _____

not at all _____

13. How much has this course helped you to learn about Basic Training?

a lot _____

a little _____

not at all _____

14. What have you learned more of in this course?

speaking and using English _____

information about Basic Training _____

15. If the course did not help you speak and use English as well as you needed to, what was the main reason? (If you are learning enough English, go to the next question.)

(check only one)

not enough chances to use English with
English-speaking people outside of class _____

not enough chances to use English in class _____

too many lessons to study _____

the lessons did not teach enough about
speaking and using general English _____

the lessons did not teach enough about
grammar _____

not enough time to study _____

16. If the course did not teach you enough information about Basic Training, what was the main reason? (If you are learning enough Basic Training information, go to the next question.)

(check only one)

too many lessons to study _____

not enough lessons about Basic
Training subjects _____

too much time spent on spoken
and written exercises _____

the information was not explained well _____

not enough time to study _____

17. In which skill have you improved the most?

(check only one)

understanding spoken English

writing English

speaking English

reading English

18. If your speaking and use of English improved, what helped you most?

(check one)

exercises in language lab

written exercises in class

spoken exercises in class

talking with the teacher

talking with the sergeant

talking with English-speaking soldiers

other answer

19. What helped you most in the course to learn information about Basic Training?

(check one)

written exercises in the student texts	_____
spoken exercises in the student texts	_____
illustrations in the student texts	_____
class discussions	_____
demonstrations by the teacher	_____
films or tapes	_____

20. Who gave you the most encouragement to keep learning English?

(check one)

the sergeant	_____
the classroom teachers	_____
other students in the course	_____
others (write in)	_____

21. The course is

too difficult.	_____
too easy.	_____
just right.	_____

The course is

too long.	_____
too short.	_____
the right number of weeks.	_____

22. How are conditions in your classroom?

good for learning _____

bad for learning _____

If conditions are bad for learning, what is the main problem?

(check one)

too many students in the class _____

not enough students in the class _____

there are students of different
abilities in the same class _____

there are problems with the
facilities (for example, the
room is too hot or too cold
or too small) _____

other _____

23. Do you like the way your teachers teach the course?

yes _____

no _____

24. Which teaching method helped you most to learn?

(check one)

written exercises _____

spoken exercises _____

listening to tapes _____

lesson tests _____

teachers' explanations _____

free conversation _____

25. Which teaching method least helped you to learn?

(choose only one)

written exercises	_____
spoken exercises	_____
listening to tapes	_____
lesson tests	_____
teachers' explanations	_____
free conversation	_____

26. Do your teachers

(check each question)

help you to learn the lessons?	yes_____	no_____
explain the lessons well?	yes_____	no_____
care if you are having problems learning?	yes_____	no_____

27. What would help you be better prepared for Basic Training?

(check no more
than two)

longer course	_____
more lessons on English	_____
more lessons on Basic Training subjects	_____
more English practice in class	_____
practice with Basic Training equipment (for example, a grenade, an M16A1 rifle, a protective mask)	_____
more English practice outside of class	_____

28. How often do you speak English when you are not in class?

(check one)

all the time _____
many times a day _____
at least once a day _____
less than once a day _____
not unless I have to _____

How often do you use English

(check each question)

during Army training? very often _____ some _____ very little _____
with English speakers on the post? very often _____ some _____ very little _____
with other students after class? very often _____ some _____ very little _____
off the post? very often _____ some _____ very little _____
other answer _____

29. Do you think you need more chances to practice English

(check each question)

in class? yes _____ no _____
during military training? yes _____ no _____
off-duty? yes _____ no _____
other places? _____

30. Do you ever study your English lessons in the barracks?

yes _____ no _____

Do you think you would study more if you had the time?

yes _____ no _____

31. Do the English speakers on the post try to help you speak English?

yes _____ no _____

What do they do? _____

32. Is your English good enough to do these things without a problem?

buy things at the PX yes _____ no _____ don't know _____

use the post office
(for example, buy stamps) yes _____ no _____ don't know _____

explain your problem
at the dispensary yes _____ no _____ don't know _____

use the telephone yes _____ no _____ don't know _____

order a meal off post yes _____ no _____ don't know _____

33. What language does your sergeant use during training?

always English _____

sometimes Spanish _____

usually Spanish _____

other _____

34. Do you usually understand the sergeant when he or she talks to you in English?

yes _____ no _____

If you don't understand the sergeant, can you ask in English for help?

yes _____ no _____

35. Which language do you use more in your barracks at night?

English _____

native language _____

36. Which language do you use more when you are off duty?

English _____

native language _____

COMMENTS _____

THANK YOU FOR YOUR HELP

P-17

U.S. Army Research Institute for the Behavioral and Social Sciences

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Questionnaire for ESL Students

SPANISH

A

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AUTHORITY: 10 USC Sec 4503

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B-15

QUESTIONNAIRE A FOR ESL STUDENTS
8/83

APELLIDO _____ NOMBRE _____

NUMERO DEL SEGURO SOCIAL _ _ _ _ - _ _ _ - _ _ _ _

BASE MILITAR _____

REGULAR ARMY _____ NATIONAL GUARD _____ ENLISTED RESERVE _____

FECHA DE HOY _____ MOS _____

CUESTIONARIO PARA LOS CURSOS DE INGLES DEL EJERCITO

El departamento del Ejército (Department of the Army) nos ha pedido en los Institutos Americanos de Investigaciones (American Institutes for Research) en Washington, D.C., que estudiemos el curso de inglés que usted está tomando. Queremos aprender cuánto inglés usted sabía antes de entrar en el curso, cuánto inglés usted ha aprendido durante el curso, y qué es lo que le ayudó a mejorar su habilidad en inglés. Si usted contesta las preguntas en este cuestionario, nos ayudará a aprender esta información.

No le llevará mucho tiempo en llenar este cuestionario. Usted puede contestar la mayoría de las preguntas marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar cómo se benefician las personas en el curso de inglés.

Este no es un examen. La información que nos provee es para nuestro uso. No la recibirá su sargento ni se incluirá en los archivos del Ejército.

1. ¿En qué país nació usted? _____

2. ¿Cuál es su idioma nativo? _____

3. ¿Cuántos años de estudio ha tenido usted? (marque cada categoría)

	<u>nada</u>	<u>algo</u>	<u>completado</u>	<u>¿en qué país</u>
escuela primaria	_____	_____	_____	_____
escuela secundaria (high school)	_____	_____	_____	_____
escuela vocacional	_____	_____	_____	_____
universidad (programa de dos años)	_____	_____	_____	_____
universidad (programa de cuatro años)	_____	_____	_____	_____

4. Antes de alistarse en el Ejército, ¿cuánto inglés sabía usted?

mucho	_____
suficiente	_____
algo	_____
nada	_____

5. ¿Dónde aprendió el inglés que sabía antes de alistarse en el Ejército?

(marque todas que le apliquen)

en la escuela	_____
en el trabajo	_____
en casa	_____
viviendo en un país de habla inglesa	_____
otra respuesta	_____

6. Si usted aprendió inglés en la escuela, ¿por cuántos años tomó clases de inglés?

(complete todas que le apliquen)

	<u>años</u>
primaria	_____
secundaria	_____
universidad	_____
total	_____

7. Antes de alistarse en el Ejército, ¿vivió usted en los Estados Unidos?

sí _____

no _____

Si "sí," ¿por cuántos años? _____

¿Dónde? _____

¿Qué hacía usted antes de alistarse en el Ejército? _____

8. ¿En qué ciudad se alistó para el Ejército? _____

9. Cuando usted empezó este curso, ¿qué quería aprender más?

(marque una)

el hablar y usar el inglés	_____
información acerca de Basic Training	_____

10. Cuando usted empezó este curso, ¿en qué habilidad quería usted mejorar más?

(marque solo una respuesta)

en entender el inglés hablado _____
en leer el inglés _____
en hablar el inglés _____
en escribir el inglés _____

11. Incluyendo esta semana, ¿a cuántas semanas de clases de inglés ha asistido usted?

(marque una)

1 _____, 2 _____, 3 _____, 4 _____, 5 _____, o 6 _____ semanas

12. Como resultado de este curso de inglés, ¿cuánto ha mejorado su habilidad de hablar y usar el inglés?

mucho _____
un poco _____
nada _____

13. Como resultado de este curso, ¿cuánto ha aprendido usted acerca de Basic Training?

mucho _____
un poco _____
nada _____

14. En este curso, ¿qué ha aprendido más?

a hablar y usar el inglés _____
información acerca de _____
Basic Training _____

15. Si el curso no le ha ayudado a hablar y usar el inglés tanto como necesitaba, diga la razón más apropiada (Si está aprendiendo suficiente inglés, siga con la pregunta 16.)

(marque solo una respuesta)

insuficientes oportunidades para usar el
inglés con personas de habla inglesa fuera
de la clase

insuficientes oportunidades para usar el
inglés en la clase

demasiadas lecciones a estudiar

las lecciones no enseñaron bien como
hablar y usar el inglés

las lecciones no enseñaron suficiente
acerca de la gramática

insuficiente tiempo para estudiar

16. Si el curso no le enseñó suficiente información acerca de Basic Training, diga la razón más apropiada. (Si está aprendiendo suficiente información acerca de Basic Training, siga con la pregunta 17.)

(marque solo una respuesta)

demasiadas lecciones a estudiar

insuficientes lecciones relacionadas con
Basic Training

demasiado tiempo con los ejercicios hablados
y escritos

no se explicaron bien la información

insuficiente tiempo para estudiar

17. ¿En qué área ha mejorado usted más?

(marque solo una)

en entender el inglés hablado

en escribir el inglés

en hablar el inglés

en leer el inglés

18. Si ha mejorado su habilidad de hablar y usar el inglés, ¿qué es lo que más le ayudó?

(marque solo una)

ejercicios en el laboratorio	_____
ejercicios escritos en los textos	_____
ejercicios hablados en los textos	_____
el hablar con el profesor	_____
el hablar con el sargento	_____
el hablar con soldados de habla inglesa	_____
otra respuesta _____	

19. En el curso de inglés, ¿qué es lo que más le ayudó a aprender información acerca de Basic Training?

(marque una)

ejercicios escritos en los textos	_____
ejercicios hablados en los textos	_____
ilustraciones en los textos	_____
conversaciones en la clase	_____
demonstraciones por el profesor	_____
películas o cintas	_____

20. ¿Quién le animó más a continuar estudiando el inglés?

(marque una)

el sargento	_____
los profesores de inglés	_____
otros alumnos en el curso	_____
otros _____	

21. El curso es

demasiado difícil	_____
demasiado fácil	_____
adecuado	_____

El curso es

demasiado largo

demasiado corto

adecuado

22. ¿Cómo son las condiciones en su sala de clase?

buenas para aprender

malas para aprender

Si las condiciones son malas para aprender, ¿qué es el mayor problema?

(marque una)

demasiados alumnos en la clase

insuficientes alumnos en la clase

alumnos de diferentes

habilidades en la misma clase

problemas con las facilidades

(por ejemplo, hace mucho calor o

hace mucho frío en la sala de

clase o la sala es muy chica)

otra respuesta

23. ¿Le gusta la manera en que sus profesores enseñan la clase?

sí

no

24. ¿Cuál es el método de enseñanza que más le ayudó a aprender?

(marque una)

ejercicios escritos

ejercicios hablados

el escuchar las cintas

los exámenes al terminar las
lecciones

explicaciones por los profesores

conversaciones libres

25. ¿Cuál es el método de enseñanza que menos le ayudó a aprender?

(marque una)

ejercicios escritos	_____
ejercicios hablados	_____
el escuchar las cintas	_____
los exámenes al terminar las lecciones	_____
explicaciones por los profesores	_____
conversaciones libres	_____

26. ¿Sus profesores

(marque cada pregunta)

le ayudan a aprender las lecciones?	sí _____	no _____
le explican bien las lecciones?	sí _____	no _____
se interesan si tiene problemas con aprender?	sí _____	no _____

27. ¿Qué es lo que le ayudaría a prepararse mejor para Basic Training?

(marque no más de dos)

hacer el curso más largo	_____
mas lecciones sobre el hablar y usar el inglés	_____
más lecciones relacionadas con Basic Training	_____
más oportunidades para practicar el inglés en la clase	_____
oportunidades para practicar con el equipo de Basic Training tal como el M16A1 o LAW	_____
más oportunidades para practicar el inglés fuera de la clase	_____

28. ¿Con qué frecuencia habla usted inglés fuera de la clase de inglés?

(marque una)

todo el tiempo	_____
muchas veces al día	_____
al menos una vez al día	_____
menos de una vez al día	_____
sólo si me obliga	_____

¿Con qué frecuencia usa usted el inglés?

(marque cada pregunta)

durante el entrena- miento militar	muchas veces _____	pocas veces _____	a veces _____
con personas de habla inglesa en la base militar	muchas veces _____	pocas veces _____	a veces _____
con otros alumnos después de clases	muchas veces _____	pocas veces _____	a veces _____
fuera de la base militar	muchas veces _____	pocas veces _____	a veces _____
otra respuesta	_____		

29. ¿Piensa usted que necesita más oportunidades para practicar el inglés?

(marque cada pregunta)

en la clase?	sí _____	no _____
durante el entrenamiento militar?	sí _____	no _____
cuando está libre?	sí _____	no _____
otros lugares?	_____	

30. ¿Estudia usted sus lecciones de inglés en las barracas?

sí _____ no _____

Si tuviera más tiempo, ¿piensa usted que estudiaría más?

sí _____ no _____

31. ¿Las personas de habla inglesa en la base militar se esfuerzan por ayudarle a hablar el inglés?

sí _____ no _____

¿Qué hacen ellos? _____

32. ¿Es su inglés suficientemente bueno como para hacer las siguientes cosas?

(marque cada categoría)

hacer compras en el PX sí _____ no _____ no sé _____

usar el correo (por ejemplo,
comprar estampillas) sí _____ no _____ no sé _____

usar el teléfono sí _____ no _____ no sé _____

ordenar una comida fuera de
la base militar sí _____ no _____ no sé _____

explicar su problema en
el dispensario sí _____ no _____ no sé _____

33. ¿Qué idioma usa su sargento durante el entrenamiento militar?

siempre inglés _____

a veces español _____

regularmente español _____

34. Por lo regular, ¿entiende usted a su sargento cuando le habla en inglés?

sí _____ no _____

Si no entiende a su sargento, ¿sabe usted pedir ayuda en inglés?

sí _____ no _____

35. ¿Qué idioma usa usted más por las noches en las barracas?

inglés _____

español _____

36. ¿Qué idioma usa usted más cuando está libre?

inglés _____

español _____

COMENTARIOS _____

LE AGRADECEMOS MUCHO SU AYUDA

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, The American Institutes for Research (AIR), in their efforts to study the Pre-Basic Training English-as-a-Second-Language Course. This form is being used to survey teachers of English-as-a-second-language courses.

Questionnaire for Teachers of the Pre-BT ESL Course

B

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S):

The data collected with the attached form are to be used for research.

ROUTINE USES:

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MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION.

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

QUESTIONNAIRE B FOR TEACHERS of the Pre-Basic Training ESL Course
8/83

Name of Army Post _____

The Department of the Army has asked us at the American Institutes for Research in Washington, D.C. to find out how useful the English language course is for limited English speaking soldiers. We would like to know what you think about the course. We would also like some information about your experience in education and ESL.

Filling out this questionnaire is voluntary. If you fill it out, you will be helping us find out what factors are important in a successful language course. Please do not write your name on the questionnaire.

1. What is your native language? _____

2. What languages other than English do you speak, read, or write?

<u>language</u>	<u>I can read</u>	<u>I can write</u>	<u>I can speak a little</u>	<u>I can speak well</u>
_____	___	___	___	___
_____	___	___	___	___
_____	___	___	___	___

3. Please list your undergraduate and graduate degrees.

<u>degree</u>	<u>subject</u>	<u>year</u>
_____	_____	_____
_____	_____	_____

4. How many years have you been teaching? _____

5. How many years have you been teaching ESL

in an Army setting? _____

outside of the military? _____

at this post? _____

6. What previous training have you had for teaching ESL? (list in-service and short workshops as well as college courses.)

<u>describe training</u>	<u>when</u>	<u>where</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Have you taught ESL with a different curriculum in the past?

yes ____ no ____

If "yes," please describe the curriculum _____

8. Describe any training or preparation you received at this post for teaching the Pre-BT ESL course.

I attended a DLI workshop for all teachers	_____
I attended a contractor or education center workshop	_____
I observed other ESL classes to learn about procedures	_____
I was given the Course Management Plan	_____
I was given the Explanation of Terminology, Drill, and Exercises	_____
an experienced teacher helped me in my classroom	_____
no preparation - I learned on my own	_____

9. In general, does the Course Management Plan adequately explain the goals of the Pre-BT ESL course and the procedures for presenting the course?

yes _____ no _____

Is there any additional information that you would like to see included in the Plan? Please explain _____

10. In general, are the instructions in the instructor texts satisfactory for you to be able to teach the lessons?

yes _____ no _____

Can you suggest any additions or modifications to the instructions that might help you teach the lessons? _____

11. Do you have any difficulty

answering questions about language forms
used in the Pre-BT ESL course?

yes _____ no _____

interpreting instructions in the
instructor texts for exercises or
activities?

yes _____ no _____

answering questions about the
military terms or information in the
texts?

yes _____ no _____

understanding the military terms or
information in the texts?

yes _____ no _____

Please explain _____

12. What part of the Pre-BT ESL course did you teach during the last session?

(choose only one)

all lessons assigned in the Course Management Plan

I chose lessons from Block I or Block II, based on the needs of the students in my class

I was assigned to teach Block I lessons

I was assigned to teach Block II lessons

I was assigned certain lessons from Block I and Block II

13. Which materials from the Pre-BT ESL course do you use?

(check all that apply)

Block I lessons

Block II lessons

Block I lesson tests

Block II lesson tests

Block I module tests

Block II module tests

lesson tapes

Course Management Plan

Explanation of Terminology, Drills, and Exercises

14. What supplementary materials do you use?

(check all that apply)

library books	_____
teacher made materials such as dittos and word lists	_____
experts	_____
films or slides	_____
tape recordings	_____
newspapers or magazines	_____
Army regulations, forms or publications	_____
TEC tapes or Army films	_____
teaching aids	_____
Army manuals (soldiers's manuals, field manuals, training manuals, etc.)	_____

15. How much did this English language course improve your students' ability to speak and use English?

a lot	_____
a fair amount	_____
a little	_____
not at all	_____

16. How much did this English language course help your students to learn information about Basic Training?

a lot _____
a fair amount _____
a little _____
not at all _____

17. In what area do you feel your students made the greatest improvement?

(check one)

speaking and using English _____
reading and writing English _____
learning information about
Basic Training _____
learning Army vocabulary _____

18. What aspects of the Pre-BT ESL course improved your students' English the most?

(check no more
than three)

written exercises in class _____
spoken exercises in class _____
lesson tapes _____
illustrations in the student texts _____
demonstrations by the teacher _____
activities in the language lab _____
class discussions _____
talking with the teacher _____
talking with the sergeant _____
talking with English-speaking soldiers _____
supplementary materials or lessons _____

19. Are there aspects of the Pre-BT ESL course that should receive more emphasis?

yes _____ no _____

If "yes," which ones?

grammar	_____
military vocabulary	_____
information about Basic Training	_____
pronunciation	_____
spelling	_____
conversation	_____
listening comprehension	_____
reading	_____
writing	_____

20. Are there aspects of the Pre-BT ESL course that should receive less emphasis?

yes _____ no _____

If "yes," which ones?

grammar	_____
military vocabulary	_____
information about Basic Training	_____
pronunciation	_____
spelling	_____
conversation	_____
listening comprehension	_____
reading	_____
writing	_____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

8

U.S. Army Research Institute for the Behavioral and Social Sciences

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BT Follow-up Questionnaire for Soldiers

C

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S).

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ROUTINE USES.

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BT FOLLOW-UP QUESTIONNAIRE FOR SOLDIERS - C
PRE-BT ESL COURSE 10/83

Last Name _____ First Name _____

Social Security Number _____ - _____ - _____ Date _____

Army Post _____

The Army has asked us at the American Institutes for Research, in Washington, D.C., to find out if the English language course you took helped you in basic training. You can help us to learn about the usefulness of the course if you answer the questions in this survey. We need to know about your language ability, what you learned in the course, and how well the course prepared you for taking basic training.

It will not take you long to complete this survey. You can answer most of the questions by checking the response that best fits your experience. This is not a test. The information that you give us is for our use. It will not be given to your sergeant or included in your Army records.

1. Please answer the following questions by marking the space that best describes your opinion.

	<u>very</u> <u>well</u>	<u>well</u>	<u>adequately</u>	<u>poorly</u>
How well do you understand spoken English?	_____	_____	_____	_____
How well do you speak English?	_____	_____	_____	_____
How well do you read English?	_____	_____	_____	_____
How well do you write English?	_____	_____	_____	_____
How well do you read and understand the SMART book?	_____	_____	_____	_____
How well do you understand classroom lectures?	_____	_____	_____	_____
How well do you understand the instructions of your drill sergeant?	_____	_____	_____	_____

2. Now that you are in BT, how often do you need to speak English?

all the time _____

many times a day _____

at least once a day _____

less than once a day _____

3. Did the English language course teach you enough English for your needs in BT?

it is enough _____

it is not enough
but I get by _____

it is not enough
and I can't get by _____

4. For your needs in BT, how much did the English language course help you to

	<u>it helped a lot</u>	<u>it helped a little</u>	<u>it didn't help at all</u>
speak English	_____	_____	_____
read English	_____	_____	_____
write English	_____	_____	_____
understand spoken English	_____	_____	_____
learn Army vocabulary	_____	_____	_____
learn military subjects	_____	_____	_____

5. For your needs in BT, how do you feel about the amount of instruction you received in the English language course?

	<u>I would want more instruction</u>	<u>the course had enough instruction</u>	<u>I would want less instruction</u>
speaking English	_____	_____	_____
reading English	_____	_____	_____
writing English	_____	_____	_____
understanding spoken English	_____	_____	_____
Army vocabulary	_____	_____	_____
military subjects	_____	_____	_____

6. Are you learning more English in BT?

yes _____ no _____

If "yes," what is helping you to learn more English?

(Check no more than 2)

classroom instruction	_____
talking with the sergeant	_____
reading English	_____
talking with other soldiers	_____
other	_____

7. Do the English speakers on the post try to help you speak English?

yes _____ no _____

What do they do? _____

8. Is your English good enough to do these things without a problem?

buy things at the PX	Yes__ No__ Don't know__
use the post office (for example, buy stamps)	Yes__ No__ Don't know__
explain your problem at the dispensary	Yes__ No__ Don't know__
use the telephone	Yes__ No__ Don't know__
buy things in a city	Yes__ No__ Don't know__
ask directions in a city	Yes__ No__ Don't know__
order a meal off post	Yes__ No__ Don't know__
explain your problems to your sergeant	Yes__ No__ Don't know__

9. Where do you speak English the most?

(Pick 2)

in the barracks	_____
during BT classes	_____
in the PX	_____
in the mess hall	_____
in town	_____
other answer	_____

10. Write the first names of four of your friends in basic training:

How many of them speak a language other than English?

none of them _____
one of them _____
two of them _____
three of them _____
all four of them _____

11. Which language do you use more in your barracks at night?

English _____
native language _____

12. Which language do you use more when you are off duty?

English _____
native language _____

COMMENTS: _____

THANK YOU FOR YOUR HELP

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, the American Institutes for Research (AIR), in their efforts to study the Pre-Basic Training English-as-a-Second-Language Course. This form is for drill sergeants of soldiers who took the Pre-BT ESL Course. It is to be used when soldiers near completion of basic training.

BT Follow-up Questionnaire for Drill Sergeants

D

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE AR 70-1
AUTHORITY 10 USC Sec 4503

PRINCIPAL PURPOSE(S)

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ROUTINE USES

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Questionnaire for Drill Sergeants - D
Basic Training Follow-up 11/83

Trainee's Last Name _____ First Name _____

Post _____ Date _____

Supervisor's Name _____ Rank _____

1. Please rate the English ability of this soldier:

(check each category)

very well well adequately poorly

Understands English - understands
spoken instructions and lectures

Speaks English - is able to
answer questions and explain
problems

Reads English - reads and under-
stands instructions and manuals

Writes English - is able to do
required writing

2. How do you rate the English language ability of this soldier compared
to other soldiers who are not native speakers of English?

better _____ the same _____ worse _____

3. How do you rate the English language ability of this soldier compared to
all other soldiers whom you supervise?

better _____ the same _____ worse _____

4. How do you rate this soldier's academic ability?

above average _____ average _____ below average _____

5. How do you rate this soldier's motivation?

high _____ medium _____ low _____

6. Does this soldier have sufficient ability in English to join in social
activities with native English speaking soldiers?

more than just enough insufficient
sufficient English _____ English _____ English _____

7. Does this soldier's level of English interfere with his or her ability to adjust to military life?

yes _____ no _____ don't know _____

8. Did this soldier have sufficient ability in English to be able to receive BT training without special attention?

yes _____ no _____

If "no," which skills needed to be improved?

understanding spoken English _____

speaking English _____

writing English _____

reading English _____

other _____

9. How would you rate this soldier's ability in the following areas?

	<u>very good</u>	<u>O.K.</u>	<u>poor</u>
general information relevant to BT tasks	_____	_____	_____
knowledge of military markers, symbols, signals, and insignias	_____	_____	_____
knowledge of terms for military equipment, uniforms, activities, etc.	_____	_____	_____

COMMENTS: _____

BT Trainee Performance Rating - F
11/83

Name of Trainee _____ Post _____
Name of Supervisor _____ Date _____

How does this soldier perform each language activity compared with all soldiers you supervise?

	better than most soldiers	as well as most soldiers	not as well as most sol- diers but gets by	per- forms inade- quately
<u>UNDERSTANDING AND RESPONDING CORRECTLY TO SPOKEN ENGLISH</u>				
reacts correctly to oral commands, vocal signals, to inspecting officer (Drill & Ceremonies, NBC, Guard Duty)				
responds correctly to questions during lectures				
<u>SPEAKING ENGLISH</u>				
asks necessary questions and acts based on response (Guard Duty, First Aid)				
alerts personnel, informs supervisor, reports problems (NBC)				
uses challenge and password, halts personnel (ITT, Guard Duty)				
summons commander of relief (Guard Duty)				
names ranks, parts of equipment, uniforms grenades (M16A1, Uniforms, Hand Grenades)				
uses telephone, transmits and receives radio messages (Guard Duty, Basic Military Communications)				
reports to an officer, NCO (Military Courtesies & Customs)				
<u>READING ENGLISH</u>				
reads authorization, identifies, permits entry (Guard Duty)				
reads SOP for inspections (Inspections)				
reads markers (NBC)				
<u>WRITING ENGLISH</u>				
names terrain features, determines location (Map Reading)				
marks equipment (Inspections)				

U.S. Army Research Institute for the Behavioral and Social Sciences

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BT Language Activity Rating

E

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S)

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B-49

BT Language Activity Rating - E
11/83

Name _____ Post _____
Supervisory Position _____ Date _____
Rank _____

Please rate each of the following language activities which soldiers engage in during basic training instruction according to their importance for success in basic training:

	very important	important	not important
<u>UNDERSTANDING AND RESPONDING CORRECTLY TO SPOKEN ENGLISH</u>			
reacts correctly to oral commands, vocal signals, to inspecting officer (Drill & Ceremonies, NBC, Guard Duty)			
responds correctly to questions during lectures			
<u>SPEAKING ENGLISH</u>			
asks necessary questions and acts based on response (Guard Duty, First Aid)			
alerts personnel, informs supervisor, reports problems (NBC)			
uses challenge and password, halts personnel (ITT, Guard Duty)			
summons commander of relief (Guard Duty)			
names ranks, parts of equipment, uniforms grenades (M16A1, Uniforms, Hand Grenades)			
uses telephone, transmits and receives radio messages (Guard Duty, Basic Military Communications)			
reports to an officer, NCO (Military Courtesies & Customs)			
<u>READING ENGLISH</u>			
reads authorization, identifies, permits entry (Guard Duty)			
reads SOP for inspections (Inspections)			
reads markers (NBC)			
<u>WRITING ENGLISH</u>			
names terrain features, determines location (Map Reading)			
marks equipment (Inspections)			

U.S. Army Research Institute for the Behavioral and Social Sciences

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AIT Follow-up Questionnaire for Soldiers

G

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S)

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ROUTINE USES

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E-51

AIT FOLLOW-UP QUESTIONNAIRE FOR SOLDIERS - G
PRE-BT ESL COURSE - (11/83)

Last Name _____ First Name _____

Social Security Number _____ - _____ - _____ Date _____

Army Post _____

The Army has asked us at the American Institutes for Research in Washington, D.C., to find out if the English language course you took helped you in AIT. You can help us to learn about the usefulness of the course if you answer the questions in this survey. We need to know about your language ability, what you learned in the course, and how well the course prepared you for taking AIT. It will not take you long to complete this survey. You can answer most of the questions by checking the response that best fits your experience.

This is not a test. The information you give us is for our use. It will not be given to your sergeant or included in your Army records.

1. Please answer the following questions by marking the space that best describes how you feel about your English ability in AIT:

	<u>very</u> <u>well</u>	<u>well</u>	<u>adequately</u>	<u>poorly</u>
How well do you understand spoken English?	_____	_____	_____	_____
How well do you speak English?	_____	_____	_____	_____
How well do you read English?	_____	_____	_____	_____
How well do you write English?	_____	_____	_____	_____
How well do you read and understand the AIT manuals?	_____	_____	_____	_____
How well do you understand class-room lectures?	_____	_____	_____	_____
How well do you write classroom assignments?	_____	_____	_____	_____
How well do you take notes in class?	_____	_____	_____	_____
How well do you understand the instructions of your sergeant?	_____	_____	_____	_____

2. Now that you are in AIT, how much do you need to speak English?

all the time _____

many times a day _____

at least once a day _____

less than once a day _____

3. Did the English language course teach you enough English for your needs in AIT?

it is enough _____

it is not enough
but I get by _____

it is not enough and
I can't get by _____

4. For your needs in AIT, how much did the English language course help you to

	<u>it helped a lot</u>	<u>it helped a little</u>	<u>it didn't help at all</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. For your needs in AIT, how do you feel about the amount of instruction you received in the English language course?

	<u>I would want more instruction</u>	<u>the course had enough instruction</u>	<u>I would want less instruction</u>
speaking English	_____	_____	_____
reading English	_____	_____	_____
writing English	_____	_____	_____
understanding spoken English	_____	_____	_____
Army vocabulary	_____	_____	_____
military subjects	_____	_____	_____

6. Are you learning more English in AIT?

yes _____ no _____

If "yes," what is helping you to learn more English?

(Check no more than 2)

classroom instruction	_____
talking with the sergeant	_____
reading English	_____
talking with other soldiers	_____
other _____	

7. If you sometimes have problems with English, what are the situations that are most difficult for you? (Pick no more than 2)

understanding the instructor in class _____

reading technical materials _____

writing class assignments _____

answering the instructors _____

using technical words when speaking _____

8. What do you do when you have trouble understanding what is said to you?

ask the sergeant or instructor _____

ask an English speaking person to help _____

ask a Spanish speaking person to help _____

write the problem down and ask a friend later _____

other _____

9. Do the English speakers on the post try to help you speak English?

yes _____ no _____

What do they do? _____

10. Is your English good enough to do these things without a problem?

buy things at the PX Yes__ No__ Don't know__

use the post office (for example, buy stamps) Yes__ No__ Don't know__

explain your problem at the dispensary Yes__ No__ Don't know__

use the telephone Yes__ No__ Don't know__

buy things in a city Yes__ No__ Don't know__

ask directions in a city Yes__ No__ Don't know__

order a meal off the post Yes__ No__ Don't know__

explain your problems to the sergeant Yes__ No__ Don't know__

11. Where do you speak English the most?

(Choose 2)

in the barracks _____

during classes _____

in the PX _____

in the mess hall _____

in town _____

other answer _____

12. Write the names of four of your friends in AIT training:

How many of them speak a language other than English?

none of them _____

one of them _____

two of them _____

three of them _____

all four of them _____

13. Which language do you use more in your barracks at night?

English _____

native language _____

14. Which language do you use more when you are off duty?

English _____

native language _____

COMMENTS: _____

THANK YOU VERY MUCH FOR YOUR HELP

U.S. Army Research Institute for the Behavioral and Social Sciences

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AIT Follow-up Questionnaire for Instructors and Supervisors

H

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S)

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ROUTINE USES

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B-57

Questionnaire for Supervisors or Instructors - H
AIT Follow-up 10/83

Trainee's Last Name _____ First Name _____

Installation _____ Date _____ MOS _____

1. Please rate the English ability of this soldier:

(check each category)

	<u>very well</u>	<u>well</u>	<u>adequately</u>	<u>poorly</u>
<u>Understands English</u> - understands spoken instructions and lectures	_____	_____	_____	_____
<u>Speaks English</u> - is able to answer questions and explain problems	_____	_____	_____	_____
<u>Reads English</u> - reads and under- stands instructions and manuals	_____	_____	_____	_____
<u>Writes English</u> - is able to write required classroom assignments	_____	_____	_____	_____

2. How do you rate the English language ability of this soldier compared to
all other soldiers whom you supervise or teach?

better _____ the same _____ worse _____

3. How do you rate this soldier's academic ability?

above average _____ average _____ below average _____

4. How do you rate this soldier's motivation?

high _____ medium _____ low _____

5. Does this soldier have sufficient ability in English to join in social
activities with native English speaking soldiers?

more than sufficient English _____ just enough English _____ insufficient English _____

6. Does this soldier's level of English interfere with his or her ability to
adjust to military life?

yes _____ no _____ don't know _____

7. Did this soldier have sufficient ability in English to receive AIT training?

yes _____ no _____

If "no," which skills needed to be improved?

understanding spoken English _____

speaking English _____

writing English _____

reading English _____

other _____

8. How would you rate this soldier's ability in the following areas?

	<u>very good</u>	<u>O.K.</u>	<u>poor</u>
general information relevant to AIT tasks	_____	_____	_____
knowledge of military markers, symbols, signals, and insignias	_____	_____	_____
knowledge of terms for military equipment, uniforms, activities, etc.	_____	_____	_____

COMMENTS: _____

AIT Trainee Performance Rating - J - (12/83)

Name of Trainee _____ Post _____

Name of Supervisor _____ Date _____

How does this soldier perform each language activity compared with all soldiers you supervise?

	better than most soldiers	as well as most soldiers	not as well as most sol- diers but gets by	per- forms inade- quately
<u>UNDERSTANDING AND RESPONDING CORRECTLY TO SPOKEN ENGLISH</u>				
understands class lectures and A.V. presentations				
understands and carries out instructions given by instructor				
understands questions asked during lectures				
<u>SPEAKING ENGLISH</u>				
in response to statements, asks simple questions to clarify points				
initiates dialogue by asking questions				
answers questions with simple statements				
describes an activity or explains a procedure				
uses appropriate military vocabulary				
<u>READING ENGLISH</u>				
reads manuals and demonstrates comprehension by performing required tasks				
reads class assignments and performs required work				
reads and follows instructions				
interprets diagrams, charts, schematics, tables, graphs, and maps				
locates information in tables, indexes, and manuals				
<u>WRITING ENGLISH</u>				
takes notes in class				
completes forms				
completes written tests given in class				
writes class assignments				
writes short descriptive paragraphs				

November 1983

U.S. Army Research Institute for the Behavioral and Social Sciences

The attached data collection form is for use by the U.S. Army Research Institute (ARI) and its contractor, the American Institutes for Research (AIR), in their efforts to study the Pre-Basic Training English-as-a-Second-Language Course. This form is being used to survey instructors and supervisors of soldiers who took the Pre-BT ESL Course.

AIT Language Activity Rating

I

Data required by the Privacy Act of 1974:

PRESCRIBING DIRECTIVE: AR 70-1
AUTHORITY: 10 USC Sec 4503

PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research.

ROUTINE USES

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

B-2

AIT Language Activity Rating - I - (12/83)

Name _____ Post _____

Supervisory Position _____ Rank _____ Date _____

Please rate each of the following language activities which soldiers engage in during AIT instruction according to their importance for success in AIT:

	very important	important	not important
<u>UNDERSTANDING AND RESPONDING CORRECTLY TO SPOKEN ENGLISH</u>			
understands class lectures and A.V. presentations			
understands and carries out instructions given by instructor			
understands questions asked during lectures			
<u>SPEAKING ENGLISH</u>			
in response to statements, asks simple questions to clarify points			
initiates dialogue by asking questions			
answers questions with simple statements			
describes an activity or explains a procedure			
uses appropriate military vocabulary			
<u>READING ENGLISH</u>			
reads manuals and demonstrates comprehension by performing required tasks			
reads class assignments and performs required work			
reads and follows instructions			
interprets diagrams, charts, schematics, tables, graphs, and maps			
locates information in tables, indexes, and manuals			
<u>WRITING ENGLISH</u>			
takes notes in class			
completes forms			
completes written tests given in class			
writes class assignments			
writes short descriptive paragraphs			